REPORT RESUMES

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REMAKING THE WORLD OF THE CAREER TEACHER. RECORD OF TEACHER EDUCATION AND PROFESSIONAL STANDARDS REGIONAL CONFERENCES (1965-66).

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A SERIES OF REGIONAL CONFERENCES WAS HELD IN EIGHT CITIES ACROSS THE NATION IN 1965-66 AS THE THIRD PHASE OF A MAJOR EFFORT BY THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS TO IMPROVE CONTINUING EDUCATION AND CAREER DEVELOPMENT FOR TEACHERS. NEW WAYS WERE SOUGHT TO SOLVE OLD PROBLEMS, INCLUDING LACK OF TIME TO PLAN AND TEACH, LOCK-STEP INSERVICE EDUCATION REQUIREMENTS, LACK OF DIRECTION FOR BEGINNING TEACHERS, LACK OF COOPERATION BETWEEN SCHOOLS AND COLLEGES, AND EXCESSIVE NONINSTRUCTIONAL DUTIES. THE SUMMARY REPORT PRESENTS KEYNOTE ADDRESSES OF THE EIGHT CONFERENCES, FOLLOWED BY 16 OF THE 100 PROPOSALS DISCUSSED, WITH ATTENTION GIVEN TO SUCH SUBJECTS AS THE IMPROVEMENT OF SUPERVISION, INSTRUCTIONAL LABORATORY CENTERS, PREPARING TEACHERS FOR INNOVATION, AND INDIVIDUALIZED PROFESSIONAL GROWTH PROGRAMS. AN ANNOTATED LIST OF ALL THE PROPOSALS CONSIDERED IS APPENDED. THIS DOCUMENT IS AVAILABLE AS STOCK NO. 381-17758 (CLOTHBOUND FOR $4.00) OR STOCK NO. 381-17756 (PAPERBOUND FOR $3.00) FROM THE PUBLICATIONS-SALES SECTION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (JK)

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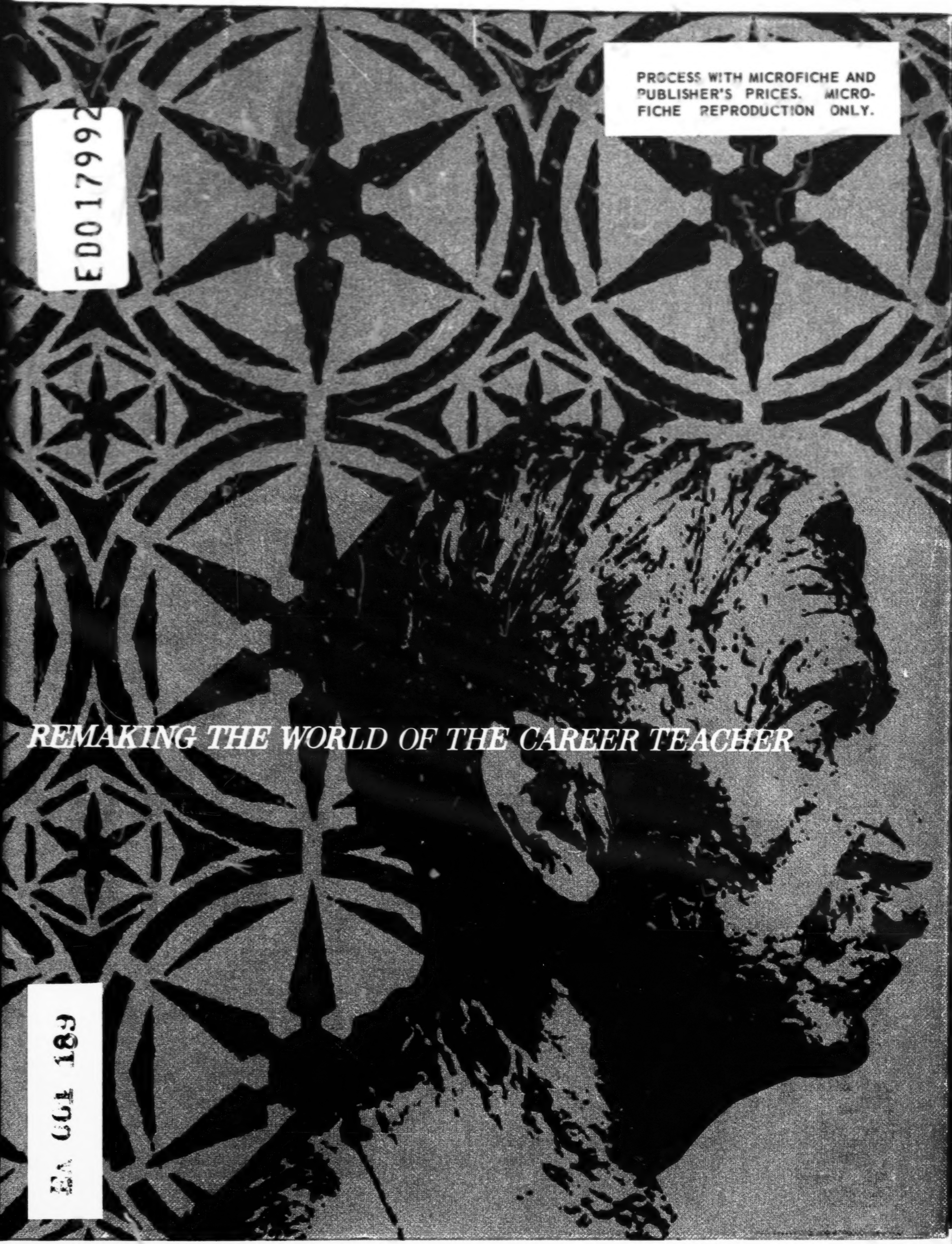

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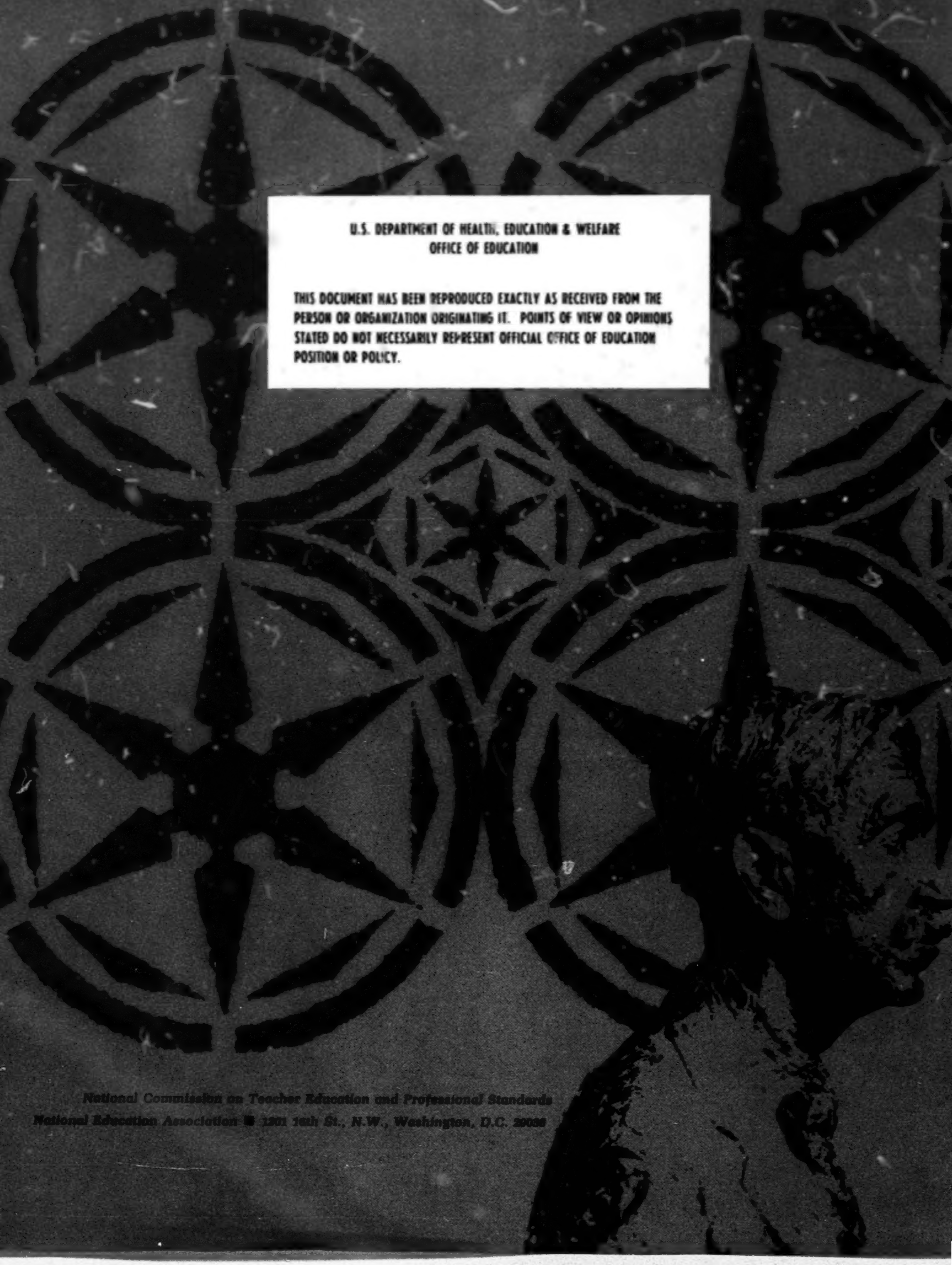

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The message of this book is simple and clear: To greatly improve the quality of American education, the job of the teacher must be made more manageable and appealing to talented people.

The world of the teacher needs remaking; the remaking must be done primarily by the teachers themselves. To do this will take more than conferences and conference reports. It will take more than the usual conventional and conservative means we employ to bring about change. Boldness, imagination, courage, intelligence, fresh ideas, and collaborative action by many individuals and groups are needed. The National TEPS Commission hopes that this book will help to light some fires—to help put on the heat needed for action and to help provide the illumination needed to make the action effective.

This book is the record of another set of TEPS conferences. But this is not its primary claim to significance. Its significance will be determined by the extent to which it is used as a working paper for countless efforts across the country to make good teachers and good teaching flourish.

Don Davies
Executive Secretary

PREFACE

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The basic idea of the 1965-66 Regional TEPS Conferences was that bold changes are needed in the pattern and concept of career development for teachers.

The conferences were the third phase of a major effort by the National Commission on Teacher Education and Professional Standards to improve continuing education and career development. Participants were asked to think big and think imaginatively about new ways to crack some of the oldest problems facing teachers. These problems include lack of time to plan, think, teach; lockstep in-service education requirements; beginning teachers being left to sink or swim; lack of communication and cooperation between schools and colleges; excessive noninstructional duties.

The conferences in 1963-64 on "The Development of the Career Teacher: Professional Responsibility for Continuing Education," and in 1965 on "The Real World of the Beginning Teacher," provided background for the latest meetings.

The keynote speakers at the eight regional meetings were asked to begin where the previous conferences left off, speaking out on ideas from those conferences which had particular appeal, enlarging on the ideas as appropriate, and adding their own. Most important, they were asked to suggest how to get from where we are to desirable new patterns and concepts of continuing education. In addition to considering how old problems might be solved, the speakers were also asked to consider the changes needed in school administration, the possibilities in Public Law 89-10, support from the Office of Economic Opportunity, different roles for teachers and other educational workers, rearrangements in the allocation of time for professional and paraprofessional employees, nationwide recognition and acceptance of the concept of a career teacher, and radically different programs of induction and orientation for new teachers.

Other conference speakers discussed "The World and the Career Teacher" and called attention to the timeliness of change in this "Era of Opportunity." The conference summary presents one man's view of the regionals and is in no way a generalized, broadly representative reflection of the participants' views.

Some possibilities for bold changes were introduced by the presentation of hypothetical or real plans for changes in the pattern

INTRODUCTION

and concept of career development of teachers. In all, one hundred proposals were discussed at the eight regional conferences. Sixteen of them have been selected for inclusion in this report. An annotated list of all the proposals appears in Appendix A.

In many other TEPS conference reports there have been conclusions or recommendations for action. There is no such section in this report. There was an attempt to get conference participants to arrive at such decisions, but no clear agreements were reached on questions such as:

What one or two changes in the world of the career teacher are most needed now? How do we get from where we are to desired concepts and patterns of career development of teachers? What role should colleges play? School districts? Professional associations? State departments of education? Subject matter groups?

What possibilities are there in the new federal programs to accelerate the implementation of some of the ideas discussed at this conference? Which of the proposals should be assigned top priority for study and action at the local level? At the state level? At the national level? What recommendations should be made to state TEPS commissions, to the NCTEPS, to other agencies? What are the chief barriers to putting new proposals into action? What can be done (and by whom) to overcome these barriers?

Perhaps these are not questions which can be answered satisfactorily at a conference. It may also be that the idea of remaking the world of the career teacher is sufficiently new and startling to require more time for thought and planning. Certainly the scope and complexity of the many ideas presented at the conferences make them not easily reduced to simple suggestions for action.

It is important to report that reluctance on the part of conference participants to look at new ideas and changes was infrequent. There were few defensive and emotional pleas for the status quo. The climate seems to have changed. There is more openness in attitude. A new world for the career teacher is within grasp. The questions raised above may be helpful in developing new concepts and patterns of career development for teachers provided they are approached by trial and test, retrial and improvement, assuming that enough teachers and administrators decide it is time to make a genuine breakthrough in improving the quality of American education.

Roy A. Edelfelt
Editor

PART ONE

THE WORLD AND THE CAREER TEACHER

Roy A. Edelfelt ■ Associate Secretary ■ National Commission on Teacher Education and Professional Standards

In discussing the world and the career teacher, I will attempt to bring the larger world and the more immediate world of the teacher into better perspective and relationship and talk about what the career teacher might become in the near future.

In the original planning for this conference we envisioned producing a film which would draw excerpts from the massive montage which is society and electrify an audience by driving home the reality of the world in which we live. The idea was, and is in this paper as substitute, that we need to look outward, that mere contemplation of the educational navel is not enough.

If we are to do something about remaking the world of the career teacher, obviously we need a realistic awareness of the world in which teachers operate. We need to be aware of the tenor and pulse of our environment. We need to see and hear and sense the temper of the times. We need constantly to take in, to absorb, and to understand the culture in which we live. Most important, we need to interpret the human drama and make decisions appropriate to the context of our culture.

Of course, I cannot do what was intended for the film. My only resources are words and a measure of histrionics. I cannot present or dramatize adequately a vivid picture of selected social and political events as a film might. I must depend on your knowledge and awareness of current crises, such as the Rhodesian situation, the civil rights movement, the Watts riots, the war in Vietnam, the student revolution on American campuses, and the war on poverty. And I must assume that your information on the current plight of man is fairly comprehensive and that your assessment of current problems is fairly objective.

The second phase of our film was to focus on the issues which are central in the current human struggle. This I can attempt. Central among the issues in most of the human turmoil we observe and participate in are conflicts dealing with respecting the dignity and worth of the individual, with democracy as it affects people who differ in levels of sophistication, with the right of people to dissent, with educational opportunity for all, with equitable treatment under law, and with concern for the general welfare. When the basic issues are drawn, the emotions of conviction and commitment are diminished. The political manifestations are missing. But the issues must be drawn. They must be incorporated into our understanding, interpretations, and decisions. They should be the ingredients which influence our consideration of how to remake the world of the career teacher. Recognizing issues in a circumstance and testing principles in a situation give strength to convictions. And when we are able to operate successfully on principle, we reinforce the consensus of values on which our social and political systems are built. There is probably little that is new on the level of basic issues, despite constant reminders from all sources that almost everything has changed.

Roy Edelfelt

The third phase of our film was to attempt to draw from the excerpts the implications for education—to ferret out insights which might give direction to a more intelligent look at how to remake the world of the career teacher.

None of us alone is sufficiently well informed to draw implications from the current scene, because it is too complex, too difficult, too massive. But we cannot wait until all the evidence is in, because it never is. At some point we must make decisions on the basis of the best, most complete information available.

A few weeks ago Russell Baker, in his *New York Times* column, commented tongue in cheek on the special antennae which Lyndon Johnson and Dean Rusk have out to bring them rapid and complete information on the foreign situation. Unfortunately, neither the President and the Secretary of State nor we have this kind of crystal-ball service. We must depend on and use our respective good sources of information and be ready to make judgments and decisions when necessary.

Many years ago George Counts raised the question: Dare the schools build a new social order? The question being raised today in the war on poverty, the civil rights movement, and the increased federal support of education and social welfare programs is: Dare a society remake itself? Knowledge of the broad issues is important because we must know the situation at large if we are to remake our segment of the world in harmony with the larger world.

The broad issues must be meshed with the more tangible problems we face in helping youngsters learn. The broad issues must be reflected in our everyday work as teachers. Upon close examination, they may be much the same issues we face in the smaller context of the school.

We can no longer merely look inward at the school, assuming that though the outside world may change, the school and the teaching profession can remain much the same.

How do we maintain an awareness of the larger world as well as the inside world of the school? Certainly part of the problem is applying understanding and insight of broad principles, such as respect for the dignity and worth of the individual or the right of people to dissent, to immediate living and teaching. It is far easier to verbalize such principles and to apply them to the remote situation of the citizens in Rhodesia, Los Angeles, or Selma than to students in our own classes. It is much easier to support concern for the general welfare and educational opportunity for all in Washington, D. C., in a Kentucky hills community, or on an Arizona Indian reservation than to tolerate youngsters we view as dirty, vulgar, and lower class in our own schools.

We have great difficulty in analyzing immediate problems because they are too close at hand, yet the machinations of the larger world are often regarded with apathy because they are too remote and seem impervious to the influence of the ordinary individual. The easiest approach is to back off from both immediate and distant issues. But the teacher cannot back off. He has a special responsibility to demonstrate awareness and concern for all kinds of problems and issues, and he has a responsibility to project an attitude that something can be done about problems by the average citizen, because he is one of a youngster's most important adult models.

One approach to a better awareness of the teacher's world is to take a look at the student's world. Understanding the world as perceived by the younger generation illustrates another possibility for bringing the larger world and the school world into better perspective.

The world of the youngster in 1966 is different from what we remember; and today's world from the child's view is different from the world as it looks to adults. His world did not exist when we were young. Today's child is faced with mass and instant communications systems which were nonexistent a few years back. He is on the scene, via electronics, when a President is inaugurated or assassinated, when men are catapulted into space, when demonstrators are clubbed. He is exposed to thousands of hours of instruction and destruction through the medium of television. He is exposed to newspapers which openly discuss homosexuality, birth control, and narcotics addiction. He has a front row seat for symphony concerts, plays, or ballets. And if he is well guided or selective, he can watch educational television on unending subjects, regardless of his age or grade level. Today's youngster is a man on wheels or wings. His opportunity for travel and learning firsthand are unequaled in history. Where formerly a well-traveled teacher could entrance his students with eyewitness accounts of far and exotic places, the teacher today may be less well traveled than some of the youngsters he tutors.

But the exposure and sophistication of the pupil is by no means universal or always on a high level. Although some students have enjoyed extensive exposure to the best, some have been introduced to the worst, and many have an extremely limited exposure. The range of sophistication among students is greater than ever, and the top limits of opportunity in our affluent society make the bottom depths look even more meager and pitiful.

Even this brief glimpse of the world of the student makes it apparent that the teacher's world, too, must have changed, or should have.

Part of the value of exposure to the larger view of human events is in the ideas we can gain from the experience of others.

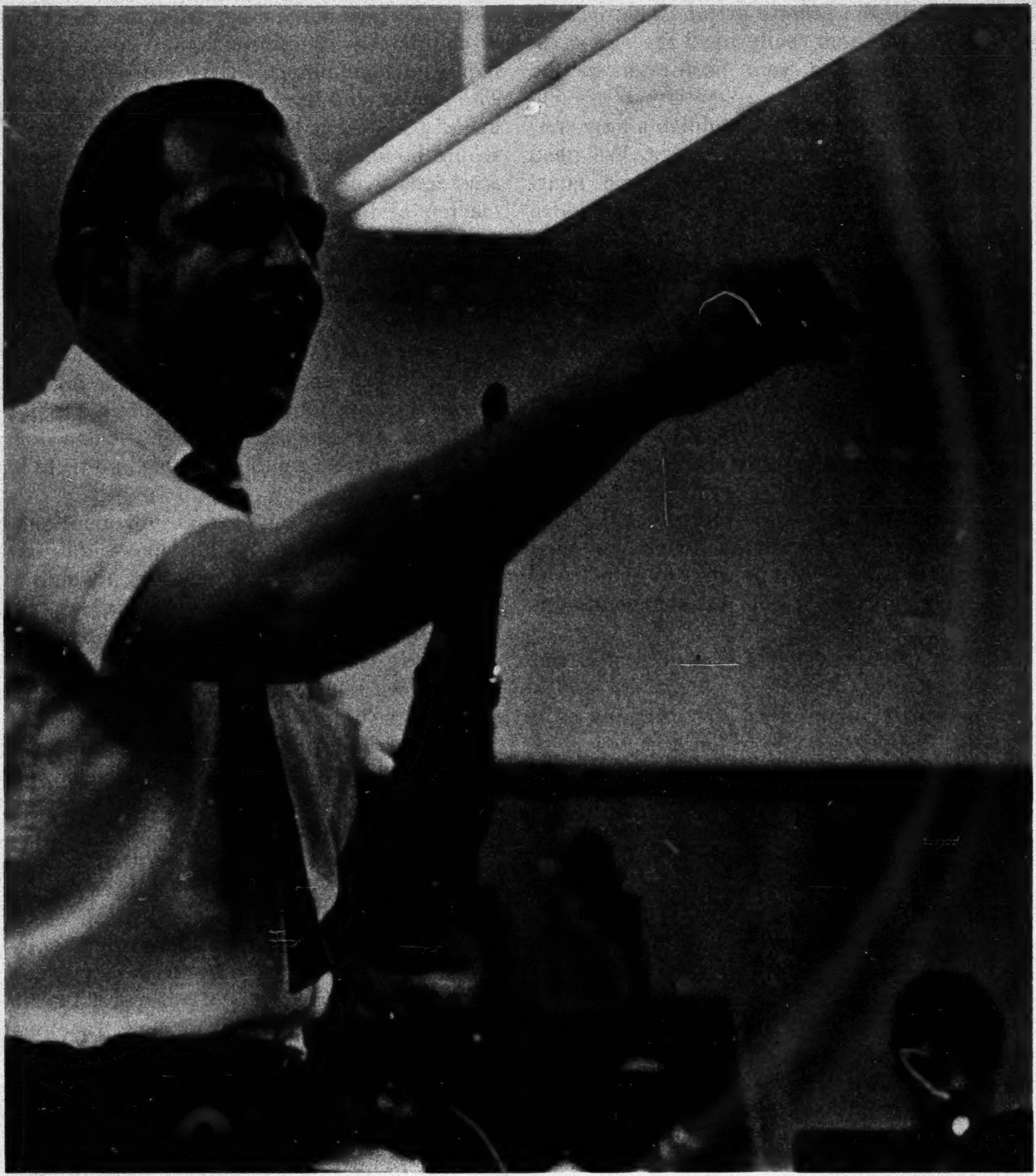
If the job of the teacher has become highly complex, has become more than a single teacher should be expected to do, what can we learn about how to remake the world of the career teacher by looking at other professions? Although the comparison with medicine is overused in discussions of professionalism, we seldom draw attention to the various roles assumed by professionals and subprofessionals in the health services, e.g., doctors, hospital managers, nurses, nurses' aides, and practical nurses. The airline crew provides another example. The pros are the career people. The pilot, copilot, and engineer perform the professional task of flying the airplane. The stewardesses—a highly transient group—perform the supporting tasks of serving and caring for passengers, yet they, too, are carefully selected and trained for their jobs.

There is good reason to consider a variety of professional and subprofessional levels, because we apparently are going to have a variety of new people in schools, and the use of auxiliary personnel seems essential if teachers are to be freed for the professional tasks. Two examples: The Teacher Corps will bring a number of college graduates into schools on an internship basis. The plan is that these people will become professionals. They will learn on the job. Plans for the instruction and use of these people need to be made. Ways to use subprofessionals effectively while they are learning to become full-fledged professionals need to be developed.

Part-time, nonprofessional employees are a second example of new classifications of people coming into the schools. Employees who will have less than full professional status are provided for under Title I of the Elementary and Secondary Education Act of 1965. These people will include mothers who want part-time employment and high school graduates who want work in schools.

With this backdrop, it seems to me that the more sophisticated teacher—the one who is aware of the world in which he lives—must be or become a new kind of career teacher.

However, regardless of our intellectual convictions about the way in which the world has changed, about the pressures which influence what we say and do, it seems that there are always barriers to making appropriate educational changes. We seem, as is natural, to cling to tradition. For example, even though we recognize the need for more time and the need for consultant help in subject matter, we find it difficult to rid ourselves of a devotion to the *isolated self-contained classroom* where the teacher is the sole ruler. We find it uncomfort-



able to share the private art of teaching with others. Do teachers really need the ego satisfaction of being a solo performer in the classroom?

Conditions are right to establish a new concept of career status for teachers. We need better teachers. We need some means of guaranteeing quality among teachers. We need a career pattern which leads somewhere for classroom teachers. We need more highly competent teachers. All these needs can be justified for a variety of reasons, but the primary motivation of career status should be providing better educational opportunities for young people. A new status of career teacher could encourage some of our best teachers to stay *in* the classroom. It could make visible the pattern of a career in teaching, from preservice preparation to master practitioner. It also could provide a valid reason for paying some teachers on a level comparable to principals.

How might the career teacher be distinguished from other teachers?

Career teacher designation should be based on competence. Competence should be identified primarily in terms of performance as a teacher. Supporting characteristics, such as knowledge of subject matter, learning and teaching, general education, the place of the school in society, are important but secondary to teaching performance. Other considerations related to the career teacher—salary, responsibilities, rights, prestige—should be tertiary.

Career status should be identified and assessed by a consortium of colleagues and superordinates.

Without being too precise about a new concept of a career teacher, let me throw out a few ideas which might make the concept less vague. I have already suggested that career status should be based primarily on competence as demonstrated by performance. This means that we move away from the checklist-of-characteristics approach and look at elements of competence in the act of teaching. The approach I am recommending is to look at the teaching act as a kind of whole which would be analyzed and evaluated in terms of a composite of criteria. Criteria might include teacher abilities in being understanding and accepting, in being responsible and able to organize, in being stimulating and imaginative, in being self-confident and personally well adjusted. They might include the degree of mastery of subject matter; the ability to communicate, e.g., expertness in asking and answering questions; the degree of skill in perceiving, diagnosing, and reacting to learners' problems; the ability to test value and truth by logical analysis.

You will notice that I have not mentioned dedication and commitment. I have not mentioned ethical behavior. Such criteria would be part of the standard for career teachers, but they would be integral parts of performance, not merely verbal testimonial.

Other criteria should also be important, e.g., effective participation in professional associations or learned societies. But again this should be seen as part of a whole, and it should represent a substantive contribution, not merely political adroitness.

For obvious reasons, because it is easier to look at the development of a career teacher from neophyte to master status, we have started developing programs outlining how the beginning teacher progresses to career status. In programs such as POINT (Project for the Orientation and Induction of New Teachers) in the State of Washington, the Kansas "Proposal for Teacher Education," and the professional growth program in San Diego, attention is given to how career status is achieved from the bottom up.

Some plans include internships and residencies during the first years of teaching. Such experiences provide time for substantial analysis and evaluation of teaching, under special and expert supervision, with a reduced teaching load. Attaining career status in these programs might take from three to five years; it might involve school and college study as well as a strong focus on learning to teach. Learning to teach puts emphasis on the development of individual teaching style. Pressure to conform to one model of a teacher or a particular pattern of teaching is discouraged.

Attaining career status includes tenure, but both career status and tenure might take more than three years. Career status includes a substantial increase in salary and could include earning a master's degree. It also includes earning the highest level of certification.

Career status as I see it is not for all teachers. The internship or residency leading to career status serves as a screening device. Regular teacher status is a well respected, acceptable level of professional service and a desirable status for some, e.g., married teachers with young families.

A more difficult problem in planning for career status is deciding what to do with teachers who are already in service. They have begun the career process. Some may already believe they are career teachers, but most of them have career status only in terms of length of service. So a plan should exist for experienced teachers to demonstrate they are career teachers, or plans should be made to help them become career teachers. In both instances, competent performance should be the measuring stick.

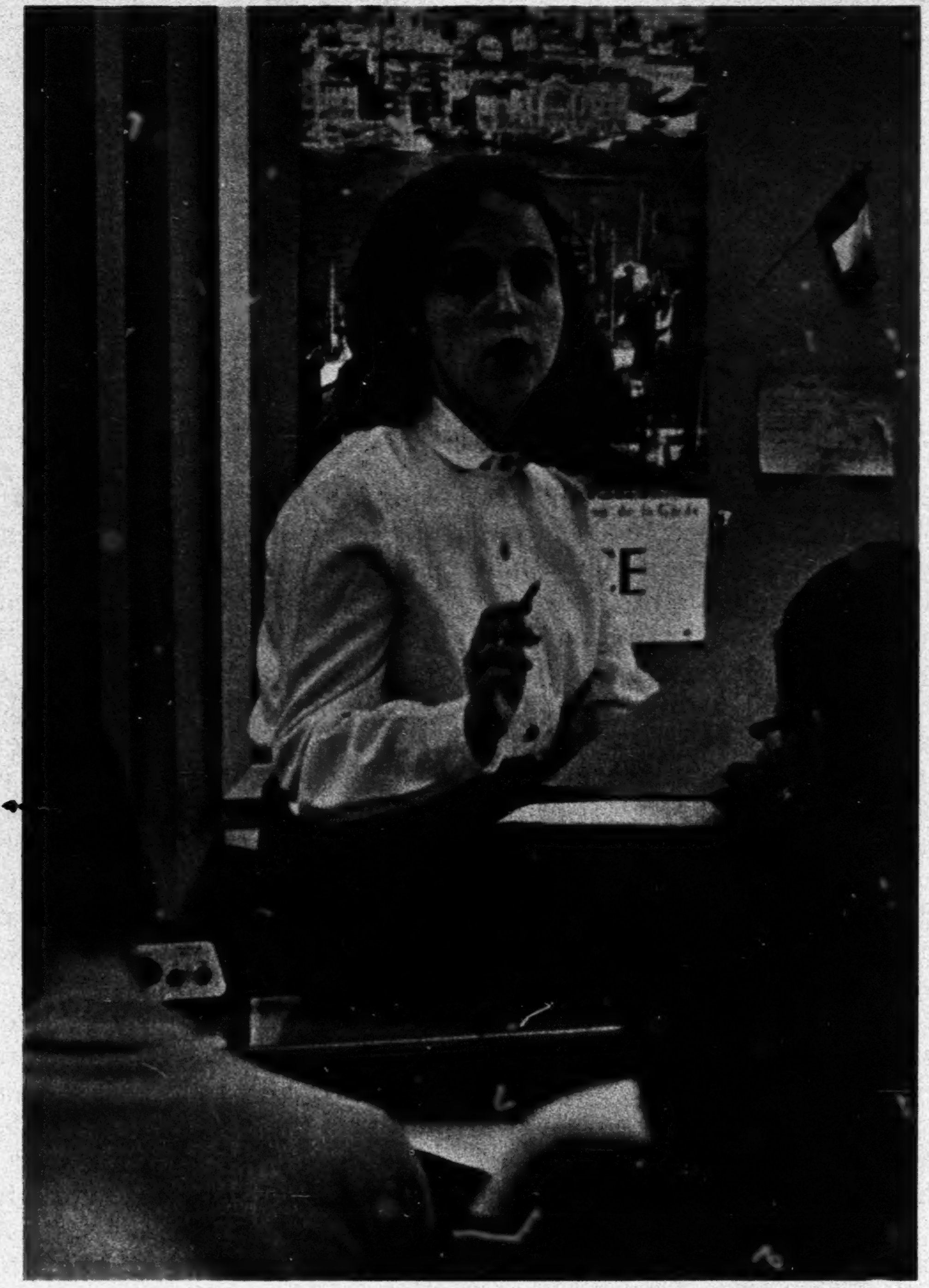
We have no agreement on how career status should be defined. We know nothing concrete about how many teachers might want career designation. Approaches to assessing and designating career teachers are still largely untried. The responsibilities of the career teacher have yet to be enumerated.

For the present, the best plan for remaking the world of the career teacher may well be to encourage pilot projects and experiments. Trial projects, if carefully evaluated, will yield more and better information. We need better information about possible approaches to this idea before any massive move for wide acceptance of a new concept of the career teacher gets under way.

Pilots and experiments on career teacher status will accomplish two important things. First, they will prompt educators at the local level to define *what they mean by teaching* and to decide *what superior teaching involves*. Second, pilots will force assessment of teaching in a systematic way by practitioners. Establishing a new concept of career status *demands* both of these activities. The process itself will make us more perceptive, discerning, and deliberate.

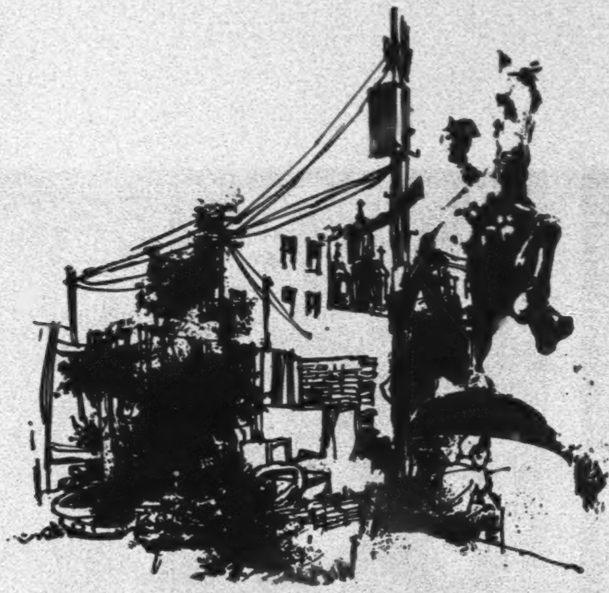
To summarize: There is constant and intense pressure from the world at large which includes different views of reality—as for example the modern world as our pupils see it—and of the expanded responsibility of the teacher. There are possibilities for reorganizing teaching and the supporting jobs of school employees. Therefore, what changes in the role and responsibility of the teacher seem justified? The assumption of these conferences is that it is important to establish career status for some teachers. But we need to define what we mean by the term *career teacher*. This is part of the TEPS effort to establish a professional status which will have both sufficient appeal to attract highly able people and adequate visibility so that teachers can see a reasonable career pattern in classroom teaching.

Whatever you decide about how the world of the career teacher should be remade, it is most important to agree that a new concept of the career teacher must be developed. The career teacher must exist as he has not existed in the past. Career teachers as a group must exist because they form the only reasonable nucleus of the profession. They are the group who must assume and who are able to assume the leadership responsibility in making teaching a high-level art and science. We will gain status as a mature profession only when a sufficient number of teachers achieve a high level of competence, are committed to careers as classroom teachers, are paid at levels which reward them adequately, and are regarded by the public and other members of the education community as status people. To do all this, the career teacher must be in touch with and receptive to the current world and be able to interpret that world intelligently and sensitively as he evolves his role as master practitioner.



PART TWO

KEYNOTE ADDRESSES



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The theme of this conference, "Remaking the World of the Career Teacher," disturbs me. Whether intentional or not, there is the implicit assumption that we here have the ability to remake the status quo. There is an assumption that the schools are standing still and it is up to us to put pressure on them for change. This is a dangerous assumption, since in my judgment the world of the career teacher is being remade radically while we sit here today, and many of us are going to have to concern ourselves less with an effort to put pressure on the system than with an effort to keep such control as we can of pressures far greater than we could exert. Accordingly, I would like to outline some of these changes as I see them pressing in and then turn to the problem of what we can do and how continuing education fits into it.

A colleague of mine in the Harvard Physics Department has compared the current state of pedagogy to the state of nuclear physics in 1930. He argues that there are some very promising hypotheses in the air and that the next few years will show some of them to be wholly inaccurate but others to be of major significance, a significance on a scale not seen before.

Whether or not he is correct is less important than recognizing that there are significant hypotheses in the air about children and how they may be helped to learn. We have the provocative and often unnerving work of B. F. Skinner. We have the hunches of Jerome Bruner, of his ideas of the structure of knowledge and of the reality of intuition and the intuitive leap. We have an array of implications stemming from the recent work of Benjamin Bloom. And there are others.

What this means for the world of the career teacher is that the way he is forced to look at his task is under more rigorous question than has been the case for several decades. Those working on the curriculum or in classroom teaching are having to rethink fundamentally what they are doing and why. As our understanding of learning develops further and as

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the technologies to make use of it are created, the role of the teacher may change—and, I would say, inevitably will change—radically.

A second force, and one presently only poorly perceived by many in education, is the new shape of the education industry. Teachers have operated for decades with limited materials gathered piecemeal into a course: the basic text, some readers, some films and filmstrips which may or may not go with the printed materials, and other things they can beg, borrow, steal, or mimeograph. This is sure to change and be replaced by "packaged curricula" in all subjects, the package to include printed materials, materials on audio tape and video tape, materials for children to touch, to observe, and to smell; indeed, it will even include teacher education.

This so-called systems approach to the educational materials business has been made possible by the recent entry into the field of very large companies with the vast capital and the research and development know-how which it requires. The list of the large companies which are either creating their own divisions for educational materials or are buying up existing smaller companies is long and growing longer: IBM, CBS, GE, Time, Inc., Litton Industries, Raytheon, Xerox. More will follow, and even a casual conversation with the management of these companies would convince you of the vast scale on which they intend to move into this market.

This development presents educators with a tremendous opportunity to make the best use of a wide range of media and materials. On the other hand, it raises potentially serious questions for the career teacher: If one buys a complete "system" and is trained in its use, where is the autonomy of the teacher? Perhaps a tightly packaged curriculum—some people call it "teacherproof"—could evolve which would

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help children learn better than if the teacher did have autonomy. Needless to say, the implications for careers in teaching are great here. Of all the predictions I can make about the future, this is one I can make with complete assurance: These new companies, having sunk millions in the acquisition of resources to enter the educational marketplace, will move in on a scale that will make the old-time textbook salesman as out of date as a Model T.

A third new development, which can only increase in influence, is the support and expansion of educational institutions outside of schools either as supplements to or replacements for formal education as we know it. The Job Corps Centers are the most obvious examples. Mental health and counseling clinics are sure to expand. Educational and commercial television, particularly now that John Gardner is secretary of health, education, and welfare, are sure to get vastly increased attention and resources. The public school will cease to be the answer to all of society's problems; increasingly it will be forced to take a particular limited place among the various educational agencies for children and adults.

This development, too, will affect teaching careers. For some teachers it will mean movement out of traditional public schools and into work in these quasi-school agencies which seem to be on the horizon. For others it will mean limiting their responsibilities to the kind of instruction which is appropriate for the formal educational institution. For all serious educators, it will mean time spent in carefully rethinking the role of the school against the backdrop of the roles of a wide group of potential "educational agencies."

A final development which is remaking the world of the career teacher is the growth of new sources of power which can profoundly affect the conditions of the teacher's work but over which he appears to have little influence. National public policy in education, almost for the first time in our history, has reached the front rank of popular concern, and political leadership has taken an interest we have not seen before. I am referring not only to the recent markedly increased involvement of the federal government in education, but also to groups such as Governor Terry Sanford's Compact for Education.

What is interesting here is the extent to which public policy for education is being made by persons outside the profession. One can extend this further if "the profession" is restricted to "professional education." Professional educators like myself are, in my judgment, decreasing as sources of powerful and persuasive new ideas which may find their way into public policy. Our ability to remake the world of the career teacher seems to be declining. We had better be aware of that fact and learn to anticipate and, if possible, control or channel change in the best possible directions.

Implicit in much of what I have said is the charge that many of us, both in schools and in universities, have been remiss in our responsibilities. As a result, we have allowed the world of the career teacher to be remade from outside our small and defensive ranks.

Why, for example, has it taken so long to introduce team teaching in any meaningful sense into many schools? Why, for example, has it taken so long for schools of education to separate in their instruction the chaff of superficial truisms about a supposed general pedagogy from the wheat of significant thinking about the craft of teaching? Why has it been necessary for the Peace Corps to force changes on universities in their training programs? Why are Job Corps Centers run by industry both necessary and applauded? Why do many of the new companies entering the

educational industry see the market so ripe and tempting when so many other companies have been in the business for so long?

All of us who have long been in this game have been too rigid, and as a result, a number of more up-to-date and inventive pipers are starting to play the tune.

The theme of a number of TEPS conferences has been continuing education, but this is no time to prescribe improvements in existing programs. Continuing education cannot productively be conceived of as new or better courses for teachers offered by universities, or as some arrangements within schools for some kind of in-service training. What is needed before this is a fundamental rethinking of the education of teachers, or more properly, the education of educators. One must start with the assumption that an educator is never fully educated and that, like the best of the university professors, his intellectual and practical development is a continuous thing and must be nourished regularly.

Of greatest importance, it seems to me, is a recognition of the intellectual sophistication of the craft we practice and the enterprise we direct. We have long insulated ourselves with the superficial study we have made of the process of education, and any attempt to improve the quality of the career teacher or career educator must start from that point. Somehow we must force ourselves to look once again at education in its broadest sense, not simply as schooling, as the progression of age groups step by step up a ladder, but as the development of autonomous individuals through a wide variety of influences—family, peers, mass media, school.

If we are to enter constructively into the present and future reshaping of education, we must attack this problem afresh. This implies something more basic for the career educator than in-service programs or part-time courses or summers off. It requires at a minimum sabbatical years which provide for study and reflection in the least structured way possible. It implies time to think, not just about how to teach physics, but about why and which physics should be taught to whom and when and how this fits in with the rest of the curriculum. There is much in our enterprise that needs careful study, and the career teacher should both keep abreast of his subject and its teaching and push forward his understanding of the entire enterprise of which he is a part.

My colleague Israel Scheffler has stressed this point in the recent report to the Harvard faculty of his committee on the graduate study of education:

> The study of education has, for various reasons, become dominated by the supposed requirements of teacher preparation, and the very conception of such study has been identified in the public mind with that of an independent professional subject.
>
> The limitations of such a conception have also, however, become increasingly evident. Cut off from its natural links with developments in pure research and scholarship, professional study tends to wither. Conversely, isolated from problems of professional practice, pure learning is diminished in relevance and power. The study of education, in particular, needs to be freed from narrow construal as a separate professional subject and given an interpretation broad enough to encompass the diverse outlooks of researcher and scholar as well as technologist and practitioner. . . . Education is best conceived broadly as an organizing perspective from which all problems of culture and learning may be viewed.

The schoolhouse we labor in may in many respects be obsolete, but we still know this only if we look outside our own so-called professional domain into the place of formal schooling in society itself. This implies study both broad and deep, study which crosses academic lines. Such study is the sine qua non for any career educator.

A second form of continuing education, if we can call it that, is the creation of centers of reform within schools. The universities have long been looked to as the supporters of laboratory schools, but far too few separate school systems have turned themselves into laboratories. I am as concerned about the conservatism of universities as I am concerned about the conservatism of school teachers, and it is going to take persons in both these spheres to push ahead with the kinds of reforms which the new conditions being forced on us require.

With the unprecedented federal and foundation funds now available in education, school systems can carry out broad-scale experiments of great usefulness. University persons could have a part, particularly in evaluation.

However, from the point of view of continuing education, of keeping teachers at the edge of their craft, there are few more useful devices than that provided by a school system which is reassessing its purposes and reshaping its functions along significant lines. By this I do not mean after-school curriculum study groups that come up with pint-sized reforms. I am talking about, for example, a metropolitan area plan with many facets—attempts to correct racial imbalance, attempts to provide expert special services for all kinds of children in the region, efforts to use a wide range of resources in and outside of schools to deal with cultural deprivation, efforts to move especially gifted students ahead in most productive ways.

We professors of education are incapable of giving a more stimulating course than that which career teachers can give themselves if they are serious both in examining the assumptions under which they act and in making a coherent effort to improve their performance. In-service education is probably best performed as internal reform and reshaping. There is nothing grimmer than the itinerant education professor lecturing late in the afternoon to exhausted teachers, and there is nothing more highly charged than a school system involved in continual self-evaluation and reform.

One former superintendent I know gained a wide reputation for running a school system in which creative thought and action were widespread. When asked how to stimulate such a climate, he gave the following guidelines:

Do your best to make it clear that innovation is welcome.

Use outside consultants like Kleenex: bring them in for short periods and then dispose of them.

Use outside money; it's good for morale.

Meet during the daytime, not after school hours.

Meet elsewhere than in a schoolhouse.

Ask your teachers and staff: What are we doing poorly? How can we improve it?

Behind the seeming levity of his remarks there is a profound respect for the creative potential of individuals and insight into the psychology of creativity. His viewpoint also reflects a conviction that I happen to share: no one can thrust greatness upon any institution; we must achieve it for ourselves. Far too few school staffs are allowed the freedom and the respect to make the attempt.

* * *

Let me try to sort out my various ideas in a series of statements for the sake of clarification.

First, we should inform ourselves realistically about the changes in the power structure of public policy making for education in America and be aware both of the implications of the new pressures and of the opportunities for constructive involvement of professionals.

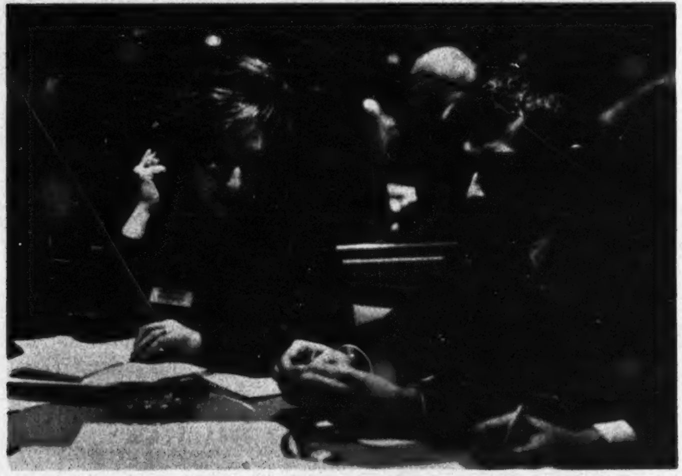
Second, we should recognize once and for all that formal schooling for many children has restricted usefulness, and we should ally ourselves with other agencies to provide imaginative new kinds of exposure and opportunities for them, whether these opportunities are represented by the mass media or the labor market or other kinds of social agencies.

Third, we must get involved with industry as quickly as humanly possible, and particularly with those concerns which are just entering the education market. They are desperately looking for good ideas, and if we don't offer them, they will settle for second-rate ones to the disadvantage of our students.

Fourth, we had better insist on regular periods of continuing education, construed not as learning better means to purvey information but rather as learning to assess and to reassess what the nature of our work is all about. This involves continuing work in the subjects we teach and work in the disciplines supporting the process of education—psychology, sociology, economics, philosophy, and the rest. We must recognize that this kind of reflection by a mature scholar-teacher is not done with a series of courses but is rather a period for serious, individual, scholarly reflection.

Fifth, we should try to use the very considerable new funds available for school-based reforms, on the assumption that the best way to force ourselves and our colleagues back to first principles is to have to defend them against alternatives. We should not expect the universities to provide fancy new ideas for us simply to encapsulate in practice. Recognizing that universities are as conservative as the schools, we should attempt to spark new and significant thinking about education in both places.

Historians of the future may look upon the 1960's as the period when our society really began to take education seriously. Whether they will record us as equal to the challenge will depend largely upon the wisdom, determination, and energy with which we approach our task in the years ahead.



Hollis A. Moore, Jr. ■ *Vice-President for Academic Affairs* ■ *George Peabody College for Teachers Nashville, Tennessee*

For years you and I have participated in the traditional professional conferences. Some of the best of these have been under the auspices of TEPS. The Bowling Green Conference was one of the important events in recent American educational history. So were the regionals two years ago on continuing education, although the full impact of those sessions cannot yet be fully assessed.

The setting for the regional conferences in 1965-66 is different in a number of ways from the setting of their counterpart conferences two years ago. For one thing, the logjam in federal support for education has broken loose, and we have funds available for teacher education and other interests far more generous than we had dreamed would be true.

Second, there are things happening in American society which greatly alter the role of teachers, not only in terms of the content available to be learned, but also in the relationship of the teaching profession to other forces in American life.

Third, changes are being made in undergraduate teacher education which will or should have an impact on continuing education for teachers now in service.

I would like to move from these points to raise some questions, make some proposals, and set the stage for some of your discussion.

Substantial Federal Support

Conference speakers for years have spent more than a little time bemoaning the poverty of the schools and the great job we could all be doing were it not for lack of money. And depending upon the political climate of the town in which the speaker appeared, he either argued for increased federal aid or lamented the control from same and called for more support at the state and local levels. But the effect was roughly the same. If only we had dollars, we could do a great job.

Like prosperity, support for the schools remained, year after dreary year, just around the corner.

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But this year is different. We simply cannot ignore the remarkable increase in funds available to us for education as a result of the Elementary and Secondary Education Act of 1965. Of course, we would always like more money for certain things, but support at a reasonable level is here. Now that the support we sought is not around the other corner but with us, what are we going to do about it?

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It seems to me that American education today is in more danger of aimlessness and has more need for clear goals than it did even in the days when it was starved for funds. Today the availability of federal and foundation money is so substantial and public involvement in educational decision making is so widespread that we are in danger of being buffeted by the availability of new funds. It is entirely possible that American education needs as much as anything else a sense of direction so that its course will not zigzag in response to money which is available this year for science, next year for foreign language, and another year for the humanities. An insight as old as Seneca is that if a man does not know to what port he is sailing, no wind is favorable.

It will be easy for some people in education still to find alibis a year from now for why things are not much different from what they are today. Continuing education could still be credit-chasing; teacher education could still be narrow and parochial.

But others are suddenly awakening to the opportunities. During the next few years, not alone through governmental help but through foundation support as well, we will see schools and colleges that are alive and active, where things are happening. These people will make mistakes, stubbing a toe here and there, but they will be going someplace.

I suppose we ask ourselves: Why in some schools and colleges are the wheels turning and things happening while in others the brakes are solidly set and the momentum arrested?

Relevance to Social Conditions

Part of our problem comes from the reluctance of colleges to make drastic changes, to tune up for the times.

Have our colleges, in educating teachers, either before or after employment, shown concern for the most urgent educational issues of our day?

Are teachers brought face to face with the teaching difficulties which arise because of economic and cultural pressures on children?

Do they learn to communicate with children from all varieties of background?

Can they practice some preventive measures when they spot potential dropouts?

Do they have a personal strategy for keeping up to date in their own specialty?

Are they skillful in assisting with the formation of values and a sustaining ethical standard?

I first heard John F. Kennedy speak nine years ago. He used a quotation at that time that I have often recalled:

> Would you have counted him a friend of ancient Greece who but quietly discussed the theory of patriotism on that Greek summer day through whose hopeless hours Leonidas and his three hundred stood at Thermopylae? Was John Milton merely to conjugate Greek verbs in his library or talk of the liberty of the ancient Shumenites when the liberty of Englishmen was imperiled?

The central theme of those words—that education be sensitive to contemporary needs and germane to its times—speaks loudly to us, for some preoccupation with the Shumenites exists even today in the United States educational establishment half a century after Wilson coined the phrase, "Princeton in the nation's service," and gave impetus to a wholly new educational era. Colleges today need to reaffirm their place in the nation's service, a role served best not by being slaves to the public demands (some of which are shoddy and selfish) or by standing at the beck and call of the marketplace. Colleges will serve best by being independent and free of party line. The experiences offered our students (and I include the lifelong learner) are more important than are impressive arrays of activities which often turn out to be peripheral to the central college purpose.

One of the goals in education today is improving the teaching of culturally deprived children. Here is a fit subject for college attention, one which can involve several subject areas. This is not a brand-new idea or a concern invented in the last two or three years. Twenty years ago we were alerted to the cultural bias in standardized tests, and Allison Davis wrote an excellent book titled *Social-Class Influences on Learning.*[1]

You may ask why our present concerns are in any sense new or original. Probably the easiest answer is that today we have, better than ever before, some sophisticated research techniques which give us an opportunity not just to examine the apparent indications of the problem but to seek to understand basic causes, to try out various solutions, and to examine the results with some care.

> In Nashville we have an extraordinarily interesting project which gives education in large doses to young, culturally deprived children. Our sample of children is Negro.

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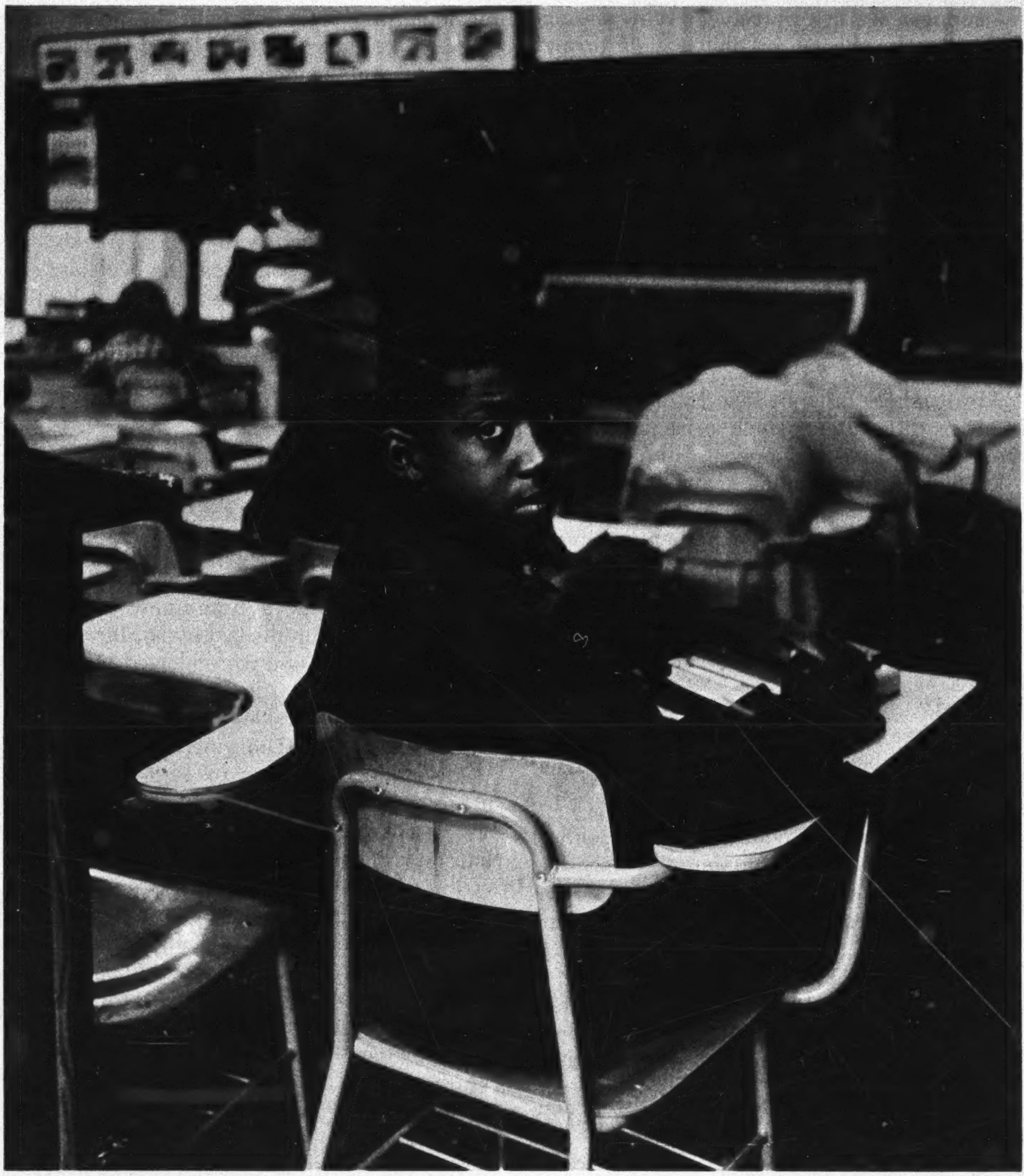
[1] Cambridge, Mass.: Harvard University Press, 1948. 100 pp.



The mothers are chiefly domestics or kitchen help in restaurants, and the fathers work in unskilled or semiskilled occupations, such as truck drivers, porters, and building custodians. Families are typically large, and almost 40 percent of the homes have no father in them. We are carefully examining the influence of unique summer school experiences, plus contacts during the winter school term with a specially trained home visitor.

While our conclusions are still highly tentative, it seems clear that when we concentrate on attitudes toward achievement and aptitude for language development as our two major goals, results are encouraging. To be specific, we think a mean I.Q. gain of almost ten points in two years for our experimental groups, compared with no increase at all for the control group, is at least a hopeful sign.

It seems clear that the acquiring of attitude and cognitive skills can be much more effective if they begin early enough in a child's life so that they are developmental rather than remedial. And it is quite clear to us — and I hope it may become clear to persons who are responsible for Project Head Start programs—that these activities must extend over a considerable period of time if they are to have any lasting impact.[2]

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[2] Gray, Susan W. "Some Implications of Research on Young Culturally Deprived Children." A Symposium: Implications of Research in Culturally Disadvantaged for Counseling Psychology. American Psychological Association, September 6, 1964.

Urban pressures create another social condition which affects the schools. Public education in the United States now faces serious problems in the big cities, especially in the inner core of Northern and Eastern cities, but similar difficulties are to be found in smaller cities and towns throughout the metropolitan areas. In fact, these may soon become the problems of all American education. Unless we have the imagination, the courage, and the resources to solve the problems, we may find that only the poor or indifferent parents will send their children to public schools while the wealthier or the more interested parents enroll their children in private schools or move to other communities which are reputed to have good schools.

Since World War II, the big cities all across the nation have lost many of their middle-class white population to the suburbs. Their places in the cities have been filled largely by families that have moved there from the South, from Puerto Rico, and from rural areas in all parts of the country. Accommodating immigrants should not pose any new problems for big cities that have long been reception centers for new arrivals, but today's immigrants are different from those of fifty years ago.

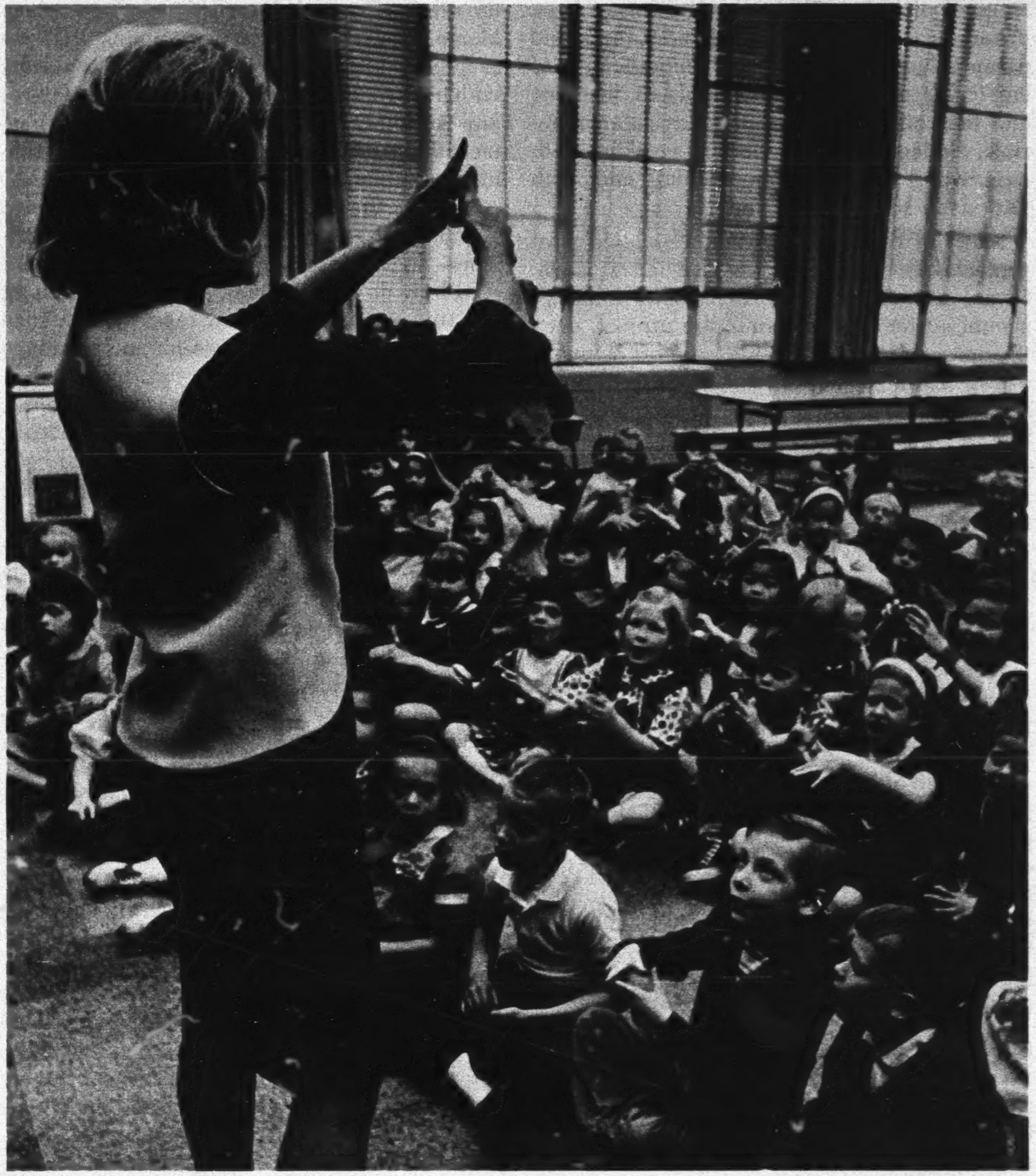
When the immigrants from Europe came to America, our schools opened their doors to all who wished to come. Those who did not want to stay in school could get permits to leave and could find jobs. Today our compulsory education laws keep them in school regardless of how these adolescents feel about academic learning, and those who do leave upon reaching the minimum age for going to work often find that there are no jobs for the unskilled and the unschooled.

Among the immigrants of the past there were nonreaders, slow learners, and children with little motivation or cultural background for schooling, but these children did not have to stay in school. Today's problem arises in large part from the fact that we now expect the school to teach both the willing and the reluctant learners. That education has become part of the civil rights movement introduces other pressures and stresses.

City schools encounter great difficulty when they seek to adjust the curriculum to their new student bodies and stress compensatory education. At a time when other nations are still trying to achieve the goal of universal secondary education or even elementary education for all children, the United States is concerned about finding enough places in colleges for all who want to enroll. Middle-class parents are worried about whether their adolescents will be able to get into college. When the parents fear that the schools are watering down the curriculum in order to adjust it to the capabilities of the new arrivals, they start looking for a private school or for another home. The schools are under the double pressure of helping those pupils who do not meet even minimum educational standards and of revising the curriculum to include all of the significant new additions to knowledge so that the graduates will be ready for higher education.

There are no easy solutions to the schools' problems. Often a proposed solution creates another problem. For example, the suggestion that there be smaller classes in the inner city only accentuates the difficulties of getting a sufficient supply of competent teachers in these areas. Similarly, the various forms of compensatory education and of culturally enriching activities to improve the background of these children add considerably to a school budget that a city already finds too burdensome.

There are many innovations, experiments, and research projects under way or in some



stage of planning. These go all the way from preschool education to adult education and parent education. They include modification of curricular patterns and methods of teaching and the construction of new curricular materials. Colleges and schools are working with new ways of preparing teachers and with various in-service experiments.

Many of these experiments are called pilot projects, but they are not designed as such. Some are so tremendously costly that no school system can continue the project, even if successful, once outside support is withdrawn. Granted that it costs more to design a new experimental automobile than to manufacture one more of the old model, the experimental car is always designed with a view of later mass production. In education we need more pilot projects that really point the way to later general adoption.

Furthermore, is there any lasting gain if we extend preschool education to all children and then dump them into an elementary school which does not have the curriculum, the professional staff, and the facilities to maintain the educational gains these youngsters have made? Similarly, one may question the ultimate value of having a university improve the quality of its preservice teacher education program if the schools to which these new teachers are appointed cannot retain their services for more than a year at most. We do not improve our national highway system much by building an expensive mile or two of six-lane highway if it starts from a dirt road and leads into another dirt road.

Continuing Education for Teachers

For many years I have been disturbed because the gap seems to be so deep and so wide between teachers in our schools on the one side and researchers and college professors on the other. Not much is served in trying to place blame. Yet, it is perfectly obvious that researchers are still trying to study problems which have little significance in the day-to-day teaching process. At the same time, teachers are conducting classes in ways tragically similar to two generations ago.

What is the matter here? What do we do to get the college people to deal with real problems—with kids instead of questionnaires? And how do we persuade teachers to keep an attentive ear turned to new research evidence and to participate in research undertakings as well?

It seems to me the answer is to establish, first of all, an understanding that significant research in education can proceed only if both major groups are included as partners in the process. It is unrealistic and unfair to ask that classroom teachers conduct sophisticated research in their own classrooms. And it is equally clear that able researchers will be interested in probing for answers only as there is a depth of inquiry that goes beyond mere description. Teachers who rush back to college, panting, "Tell me quickly, What do I do?" deserve a superficial response if they deserve any at all.

A few colleges and school systems have already established some excellent cooperative relationships. It is my guess that of all the acts of present federal legislation, Titles III and IV of Public Law 89-10 have the greatest potential contribution to make. These are titles, you will recall, under which the government agrees to finance demonstration centers and research laboratories where both colleges and school systems play a part—each its own unique part.

Perhaps the whole thing will clear up a bit if we view research on a continuum which moves in five stages from basic research to applied research to field testing to demonstration and finally to dissemination. Teachers should realize that the first two steps are primarily, if not exclusively, the province of the college, and researchers must realize that their efforts are incomplete without school people participating in stages three and four. Of course, publishers, film producers, and the like must participate with both the researcher and the practitioner in stage five.

I mention this in some detail because the opportunity is made possible now by federal legislation for this assignment of tasks to be accomplished. It could easily provide the most effective common ground for research and practice we have ever had in education. It seems to offer the best hope yet for *research-based continuing education* for teachers.

One of the most dramatic changes which could be made in the career development of teachers would be *for school systems and colleges and universities to accept a joint responsibility for the development of each teacher to professional status.* I doubt if this can be done by either of the two most common approaches: (a) for the individual teacher to pursue his own professional growth via college courses or workshops, or (b) for the local school system to establish and make available workshops based on presumed teacher needs (always large enough in enrollment to be economically feasible).

Both of these approaches leave out the most important prelude to professional development, that of diagnosing the individual competencies and prescribing how deficiencies can be eliminated. There are probably several ways in which this can be set up. One would be for the institution which graduates a beginning teacher to maintain with him at least a three-year continuing contract relationship following initial employment. This would involve difficulties in some cases because of geographical distance.

A second plan, and one which could possibly be dovetailed with the first for those who are teaching some distance from their alma mater, would be for an institution of higher learning to contract with a school system to diagnose individual teaching strategies and skills and offer professional development assistance—sometimes individually, sometimes in small groups—to those teachers. In the latter instance, it would be possible and probably desirable for a member of the local school staff to serve as director of professional growth activities and be in the joint employment of the college and the school. Such a person could know the resources in the college and relate them to individual teacher growth needs.

One of the most exciting possibilities in the field of continuing education for teachers has to do with liberal studies, particularly in arts, humanities, and science, as well as further work in the behavioral sciences which are more traditionally identified with the teaching task. It seems to me this kind of continuing education is particularly necessary for teachers who graduated more than a dozen years ago, since for many of them the range of intellectual offerings in teacher education was narrow and tepid.

14
New Math
Workshops
Today

But several changes need to take place in college requirements and in school board policies before liberal studies can be accepted as continuing education for teachers. One of the first tasks is to rid ourselves of the idea that a graduate degree, or graduate credit leading to a degree (which amounts to about the same thing), has any relationship in itself to professional growth.

I have long since despaired that graduate schools are going to alter to any significant extent their definition of graduate work. One can perhaps argue all day that the course in botany which is normally taken by freshmen and sophmores is the greatest contribution that can be made in the professional growth of a third-grade teacher and that, therefore, the college in which this course is offered should give graduate credit to that teacher. But this is not going to come about, and in my more traditional academic moments I suppose I argue that for it to happen would not be wise in the long run, even though some short-run problems would be solved.

I am tempted to digress here to say that unless we work pretty hard to protect the integrity of the graduate degrees we have now (master's, doctorate, and in some cases, the specialist), the only alternative is for us simply to add another degree for one or two more years on top of the highest one. I think this would be choosing the unwise alternative.

I have an entire speech on the subject, "What Certification Is Not," and I will try hard to spare you. Related to the subject of our discussion today, however, I am forced to observe that certification is not a satisfactory vehicle for ensuring genuine professional development of the teacher. Its usefulness in original licensure is clearly more evident. As far as I have been able to determine, states which have maintained through the years requirements that teachers must return to school every X number of years for X number of credits cannot present evidence that professional development is at any high level attributable to the requirement. What the policy does in large part is to create some middle-aged, reluctant learners.

Further, it tends to persuade colleges and universities to offer courses for which they must be apologetic as to depth of content but which they must offer in order to attract the teacher who is not seriously pursuing learning . . . only fulfilling certification requirements. For an institution to say, "We are sorry, but we will not establish any courses at less than the highest quality of which we are capable," merely turns the teacher to some other institution, for there is an academic Gresham's Law at work here where the bad courses drive out the good.

If we want to expand the function of certification, perhaps one of the most useful expansions would be to reserve a level of certification for those persons who have actually performed effectively in the classroom as judged by experienced teachers. Several years ago I proposed to a statewide committee that was revising certification requirements that permanent certificates should be awarded only after successful classroom teaching, and I do not mean mere practice teaching as Conant apparently does. I suggested that we hold off permanent certification even if a person had completed the advanced work (which we called for in those days), unless we had a written statement of commendation from the person in the local school district immediately responsible for supervision of the teacher. I was told that this placed too much responsibility in the hands of administrators in whom teachers had no confidence and that this would violate teachers' rights. I argued that it was no more oppressive than final recommendation for advance from probationary status to tenure, but I was outvoted. Perhaps I would be outvoted here, too, but I still think it holds some interesting possibilities.

It has been made clear in past TEPS conferences that a central professional problem is the assignment of teachers. The situation could be improved if employing officials understood the scope and depth of the teacher education program from which their beginning teachers are drawn, particularly if such programs have distinguishing characteristics. For some time I have hoped to see state departments of education assist employing officials in this regard by requiring each institution to prepare a description of its teacher education program, including selection procedures, general education, details of student teaching, including the amount and kind of supervision and the kinds of laboratory experiences.

The description would be something considerably less in volume than an NCATE report but much more objective and analytical than the brochures that advertise for students. I would like the reports to be placed in the hands of local school officials so that they could employ graduates not only in terms of the impression the graduates made in the interview but in terms of the depth and unique qualities of preparation.

Teacher Preparation

It is useful these days to look at teacher preparation only in expanded terms. The notion of preparation existing only between admission to and graduation from college is obsolete. The dividing line between preservice and in-service preparation must deliberately become blurred. I find "pretenure" (in contrast to "preservice") a more useful concept than any other. For the student who completes four years of college and then goes out to teach, it is the seven-year span, not the four-year period, which interests me. Colleges can be saved lots of trouble in arranging clinical experiences if those experiences which greet the beginning teacher are effectively utilized as laboratories for learning.

Let me comment on some desirable aspects of teacher education in the context of an expanded concept of preparation.

At the college, we have a dual obligation to the student in his clinical experiences. We have an obligation to show him the typical to ward off shock. We also have an obligation to show him the innovative to ward off complacency.

One of the great difficulties all of us have sensed in student teaching or any kind of internship experience is that the extent and quality of the clinical experience are at the mercy of the teaching done in the classroom to which the student is assigned. I cannot escape the conclusion that our progress from one generation of teachers to another has been decelerated considerably by the type of teaching situations in which we have placed our students. Supervising teachers try under the circumstances of the situation to do as good a job as they can, but many of us recall with worry Emerson's admonition that "before you try to make another person just like you, remember one's enough."

My assessment of the situation, and you may argue with it, is that most institutions still have apprenticeship arrangements, not student teaching. The name change several years ago was not an accurate indication of genuine changes in program characteristics. If we were to take seriously the obligation to make student teaching the best possible learning experience in a clinical setting, we would first diagnose very carefully the needs of individual students and just as carefully design the clinical settings available for their assignment. The assignment of each student would vary in length of time and in type of activity. We would recognize that in no one teacher's classroom is the whole range of clinical learning available. Therefore, we would place each student teacher, not with one experienced teacher, but with several, and for varying lengths of time with each one. Expectations would be different in each clinical post.

We must also assume a standard of measure for clinical experiences other than time served. We should recognize that if skill in communicating, artistic style, and appropriate teaching strategy are the goal, then obviously the time required for attainment is a highly variable factor.

A modern program of teacher education (including continuing education) will, as many schools are beginning to do, record each student teacher or experienced teacher on video tape so that there can be a genuine analysis of teaching performance. We now need to use communication media in a more sophisticated way—to simulate a classroom-teaching situation. I am sure it is possible with the hardware now available to simulate, via computer, many student responses, complete with multiple branching.

We are beginning to accumulate enough data, particularly through Hughes' and Flanders' research projects dealing with strategies of teaching, so that we can anticipate the kinds of situations to which we want teachers to respond. They can easily be programmed so that we need no longer gamble that certain situations present themselves in the teaching, nor must we any longer rely wholly on live students as actors in the situations. This could be exciting stuff for inservice courses, too.

I am sure clinical material can be programmed. While student teaching via computer is several years away, I have hopes that observation through this means is just around the corner. Nothing wastes more time in most of our college programs of teacher education than the endless hours of observing. I am not suggesting that observations be junked and that we substitute a sterile, machine environment for reality. I contend that some of what we hope to achieve via observation can be obtained in a bare fraction of the current time involvement by the student and with far greater certainty that essential elements of teaching situations will be observed.

One of the major flaws in present programs for preparing teachers results from our failure to recognize that teaching is not a monolithic profession but is in fact a constellation of specialties within a professional grouping. In the future, I believe teaching will be divided not only into primary, intermediate, and secondary levels of instruction but also into teaching specialties such as large group instructors, small group discussion specialists, individual remedial tutorial specialists, learning resource specialists, and so forth. Within such a division of labor we should be able to help students find in education specialties a role compatible with their own personalities and their individual drives and professional needs.

The Individual

A final area of profitable concern for continuing education focuses attention on the person, not the professional talents, important as they may be.

I am concerned about the attraction of students into teacher education as much as anything else. I am further concerned about the complacencies of the present teaching force. My concern arises not because I think we are losing ground numerically. Actually, the situation is much better today than it was a decade ago. We have clear evidence that more and more students in liberal arts colleges are announcing their intent to teach.

My larger concern is with the type of student in teacher education. (I am not talking about grade point average.) I am worried because not enough education students lead revolts on campuses. And not enough teachers on the job are stirring things up. One of the reasons for the dearth of innovations through the endeavors of teachers may arise from the success we have had in attracting the docile type to our profession—marvelously cooperative in a fine, upstanding, middle-class way, willing in most instances to honor tradition as well as authority. This may make life pleasant for school boards and principals, but I doubt very much that it promotes progress in education at the pace this important profession deserves.

Many of us worry that the processes as well as the posture of teacher education seem at fault. Rarely do we offer opportunities for students to make independent judgments or courageous decisions. It is perfectly clear from the headlines, however, that a few college students now are unwilling to settle as in the old days for passivity or superficiality. Many are clearly exhibiting poor judgment and painting a picture of irresponsibility, and I do not applaud the "pornopolitics" of Berkeley. But still, they are trying to take courageous stands on important issues.

Courage is never learned through compliance. Independence of judgment rarely culminates a lifetime of classroom timidity. A venturesome intellect is one which has stayed in hot water most of its school career. The editor of *Commentary*, Norman Podhoretz, has said that the trouble in education is that it's too much *in loco parentis*, a phrase whimsically translated, "crazy like parents . . . too protective, too self-interested, too convinced of the role of innocent child and wise parent."

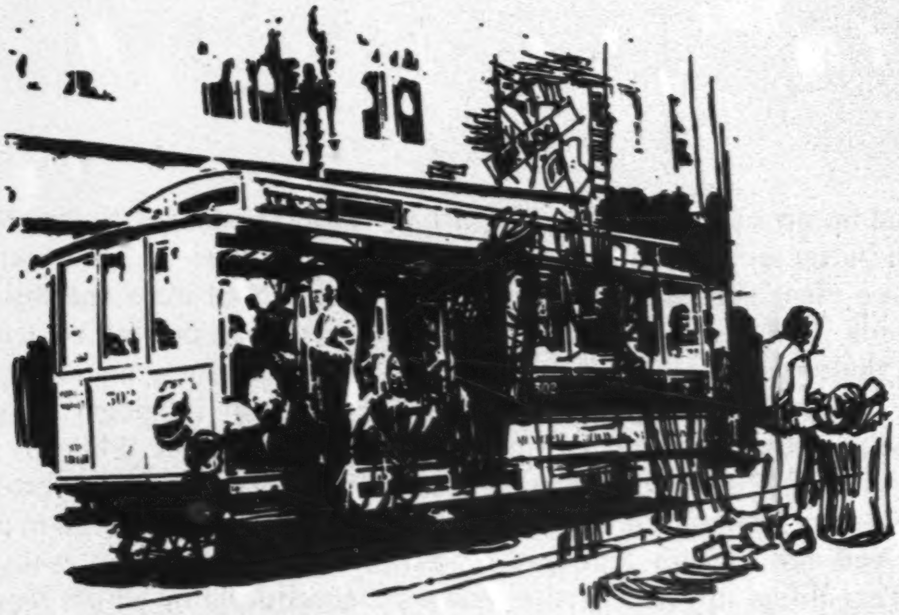
A principal job of a college, then, is to set the stage for speculation, to create liberal education in its finest sense. (The college is in error when it thinks it has liberal education just because it is nonprofessional. Liberal education can be defined in positive terms.)

All a school can really do is to establish the conditions in which learning may take place. This is done chiefly through designing a curriculum and, to a lesser degree, designing facilities. Both of these together should offer the student a good opportunity to enlarge his horizon, to consider aspects of things not yet considered, to meet with views not encountered before, to discover the familiar in the new and the questionable in the familiar. It is regrettable that college rarely exposes a student in any meaningful way to a culture pattern different from his own. Many colleges are upper-middle-class ghettos. A year abroad (if it is genuinely part of a foreign culture, not just a U.S. university's Riviera campus) is an intriguing proposition.

I see as the goal of Peabody and other colleges with similar commitment the preparation of teachers who are sensitive enough to needs that they can invent new solutions, secure enough to try them, scholarly enough to analyze objectively their consequences, and statesmenlike enough to show courage in defense of their proposals in the face of pressure from conformists.

Woodrow Wilson wrote in 1909, "Men are not always made thoughtful by books, but they are generally made thoughtful by association with men who think."

Whatever we set as goals for continuing education of teachers, chief among them must be the building of "men who think."



William H. Barber ■ Dean, School of Education ■ Gonzaga University ■ Spokane, Washington

Those of you who are familiar with the writings of Lewis Carroll may recall his poem, *The Hunting of the Snark*. If you have not read this masterpiece of whimsy, you should be informed that the hunting party includes a Bellman, a Banker, a Beaver, a Baker, and several other equally improbable characters. While they are sailing toward the habitat of their prey, the Bellman tells his companions how they can recognize the Snark. The outstanding characteristics of the genus Snark are said to be its habit of getting up late, its very poor sense of humor, and its overweening ambition. There are several species of Snarks. Some relatively harmless varieties have feathers and bite, others have whiskers and scratch. But, the Bellman adds, there are a few Snarks that are Boojums.

When the Baker hears the word *Boojum*, he faints dead away. After his companions have revived him, he explains his collapse by recalling for their benefit the parting words of his Uncle:

If your Snark be a Snark, that is right:
Fetch it home by all means—you may serve
  it with greens
And it's handy for strikng a light.

……

But oh, beamish nephev, beware of the day,
If your Snark be a Boojum! For then,
You will softly and suddenly vanish away,
And never be met with again!

Much later in the story they finally discover a Snark, and it is the Baker who first sights the beast. But by misfortune that particular Snark turns out to be a Boojum, and so, of course, the Baker softly and suddenly vanishes away.

For some years now in this country a group of people have been Snark hunting. We can personify these people collectively in one imaginary individual who shall be called the reformer of the world of the teacher. This reformer is hunting a Snark known as the improvement of continuing teacher education.

SAN FRANCISCO

Many harmless varieties of Snarks have been identified by the reformers—some suggested improvements have feathers and bite, and others have whiskers and scratch. But it is time for us to beware of finding a Snark that is a Boojum. Our Boojum will be proposals for reform that are timid and conservative at this time in history when society demands changes in teaching that are bold and radical. If we fail now, fellow Snark hunters, we, like the Baker, "will softly and suddenly vanish away, and never be met with again."

In attempting to set the scene for your discussions and your proposals for remaking the world of the career teacher, I would first ask the questions: Who is the career teacher to whom we refer? Is the career teacher every person now teaching who plans to stay in the profession until retirement—and the sooner, the better? Or is there another more promising, more workable notion of who the career teacher should be? These are important questions, and I will return to them later.

I have observed and tried to understand the issues confronting continuing education of teachers in 1966. It isn't easy. There are new issues such as the full-scale entry of industry into education; Raytheon, Xerox, IBM, Litton Industries, among others, are moving on a vast scale into complete "educational systems," including packaged curricula which supposedly will be "teacherproof." And there are questions about direct political involvement in educational policy such as Governor Terry Sanford's interstate Compact for Education. What impact will this have on the freedom of the teacher and designs for teacher preparation? There are old issues as well, such as recruitment and selection of teachers, tenure, and subject matter versus pedagogy. Like the poor, these are always with us.

William H. Barber

The abortive attempts to bring these and similar issues into clear focus suggest to me that the root of the controversy which surrounds us is found in the fact that in some important ways we have been working in a social and psychological vacuum. We have not yet aligned our personal concepts of teaching with two very potent forces that are moving, with or without us, to affect the professional development of teachers. With all the discussion of the notion of relevance in education, in a way it seems as if we may actually have neglected the most relevant forces now confronting the continuing education of teachers.

The social and psychological vacuum to which I refer is at least located by these questions: How will teaching direct and lead the massive social changes that are occurring all around us? How will we capitalize on the exciting knowledge we now possess concerning personality development and its relationship to teaching and learning?

Before moving to the question of how teaching must involve itself with the total personality of the learner and the teacher, let me first describe what appear to be the prevalent beliefs that guide present educational practice and what beliefs we should seek to promote, and then mention the mission of the teacher as the facilitator or leader of social change.

The remarks that follow are drawn from some ideas that have been germinating in the State of Washington through the statewide Project for the Orientation and Induction of New Teachers, and from the thinking of such improbable bedfellows as Arthur Combs, Harold Taylor, Carl Rogers, Sterling McMurrin, and Herbert Schueler.

If we accept the premises that change is needed in continuing education and that we have promising suggestions for bringing about effective change, then we must ask why it is that this change has not come about.

Introducing change into complex social systems is always difficult, but I suspect that the hiatus that presently exists is due at least in part to the fact that the practice of teaching is based on a narrow, constrained concept of education. The concept of education dominant in our society and reflected in the practices of our schools is that of the traditional formal training in the academic disciplines. This system hands down to the student the knowledge and values accumulated by the culture. We have, in a sense, talked *at* the student about the knowledge and values of the culture instead of talking *with* him. The pupil becomes a passive recipient of the culture instead of an active participant in its examination, evaluation, and change. The natural product of such a system is usually an informed, conforming individual who is a "cultural product" in the passive sense. This cultural product is turned out by a teacher who can bring together the necessary information that the culture wants passed on and who then presents the material and evaluates whether or not students can take it in and re-present it.

This is not a new point of view historically. At Gonzaga last summer, Carl Rogers told of a recent visit to Australia where he became interested in learning about the Australian aborigine. For 20,000 years or so the aborigine has survived in a difficult environment which contemporary man couldn't tolerate and in which he would probably quickly cease to exist. The aborigine has survived by handing down over and over again every bit of practical knowledge he has accumulated about what he sees as a static world and by tabooing any new techniques for meeting these recurring human problems. I wonder if this isn't the description of many of our educational practices as well. If we ignore for a moment what educators at all levels—from kindergarten through the university—*say* about what they are doing as educators and observe the behavior and practices that presently exist in education, we can, I think, glean some principles that guide their behavior.

First, there is a smugness that operates in educational practice at all levels. Despite our verbalized protests, especially among colleagues, that we don't know all the answers, we teach as if what is presented is the truth, with a capital T. We minimize the fact that our present knowledge is only tentative, that it is the best hypothesis available at this time, and that the *process* of finding knowledge is so critical. Fortunately, the work of Jerome Bruner on the structure of knowledge and the revision of curricula, especially in mathematics and science, is beginning to force us to practice what we have known at the intellectual level all along.

Second, we practice the principle that the student does not have the wisdom and prudence to carry out his own learning. Instead of setting challenging learning goals and providing the student with the resources for achieving them and then setting him free to learn, the teacher too frequently restricts the natural drive to learn by overguiding students along avenues *he thinks* they should follow.

Another expectation guiding our educational practice, and one that has been mentioned frequently, is that the student will learn what is presented to him to learn. Curriculum committees at all levels identify the material that courses should include, assuming that what is included will be what is learned. Even though this expectation directly contradicts our own experience as teachers and students, we allow it to continue to guide our practice. This fallacy may well be the most diabolic element in contemporary education. We exonerate ourselves by pointing to curriculum guides which somehow guarantee that these things have been "taught."

Another principle that guides our behavior and which we communicate to students is that a foundation of rather static factual knowledge must be learned before students can go on to knowledge that is interesting and personally meaningful. This assumption violates what we know about motivation and retention of learning but is frequently employed to justify unimaginative teaching.

These assumptions produce another, namely, that independent, original, and productive individuals develop from a passive, overdirected educational program. We have set the goal of producing creative, constructive citizens who will continue to grow through an appreciation of their own experience, yet at all levels we expect our students to passively sit through what *we* decide they should know and what we present as the closed book of truth.

Compounding each of these problems is the ever present ogre of being tested and evaluated. Instead of maximizing the natural curiosity of the learner, instead of encouraging him to ask his own questions and to pursue topics of personal significance, we have allowed the examination to become for the student the essential criterion of what is relevant and meaningful.

With such values and expectations guiding educational practice, the role of the teacher in the system automatically becomes defined in the same way. Instead of finding role expectations that he be a thinking, learning, growing person who is an intellectual and social leader, as he was led to expect in college, he finds only the role expectation that he be able to pass on the curriculum—that he have the content and methodology to understand and distribute the approved information to his pupils.

If these beliefs guide and determine present practices at all levels of education and if we agree that they are inadequate, what more salient, more powerful beliefs need to be injected into the way we think and, more important, the way we *act* about teaching and learning? In a nutshell, it seems to me that the concept that should govern our assumptions and our behavior is that the teacher is the cornerstone of intellectual and social improvement of the society. Through the teacher each generation introjects its heritage, becomes free from the constraints of the here and now to reach new dimensions of insight and feeling, and deals with social change. The teacher then becomes the transforming element, the catalytic mediator between the culture and the unique human person.

It seems we have ignored or missed the opportunity to tie an intellectual knot between the role of the teacher and the most pressing human needs of our society. Introductory education and foundations courses notwithstanding, we have not charged the teacher with the responsibility for leadership in the social and political and moral issues that face mankind. And more important, we have failed to provide the supporting freedom and trust that will encourage him to become involved with these issues.

These beliefs about the role of the teacher assume a quality of altruism, of high-mindedness, in the broad meaning of sensitivity to the needs of human welfare. *Commitment* is the term Don Davies used in the 1963-64 Regional TEPS Conferences. He said that commitment was first among the tasks demanding high priority in the years ahead.[1] There would be no doubt about teaching's being a true profession, a vocation in the sense of a "way of life" as it is for the physician or the minister or priest, if the notion of altruistic commitment to the urgent questions and needs of mankind were a fundamental part of our value system. It is this kind of commitment that gives meaning and substance to the work of the University of California students who go to Mexico as part of Project Pal to teach basic health procedures in remote villages, and to the students who tutor underprivileged children and help the families of the mentally ill or those in jail. It is the commitment that sustains the Gonzaga and Seattle University students and graduates who sacrifice a year to work with Indian and Eskimo children at a remote outpost in Alaska called Copper Valley. The common elements of true commitment are these: they are voluntary choices; they involve personal sacrifice; and they meet human needs that are severe, and thus the purpose is noble and the work is noble.

These are some of the beliefs that I hope will become meaningful guidelines, replacing those presently governing our educational practices. Now let me move one step closer and make a suggestion or two as to what our attitude should be toward the personal characteristics of the teacher and those of the learner, and as to the interaction between the two.

In recent years psychologists and educators concerned with perceptual and counseling theory, men such as Arthur Combs and Carl Rogers, have spoken with a clear voice to those of us involved with the improvement of teaching. Their thesis is that the process of discovering knowledge, not the acquiring of authorized

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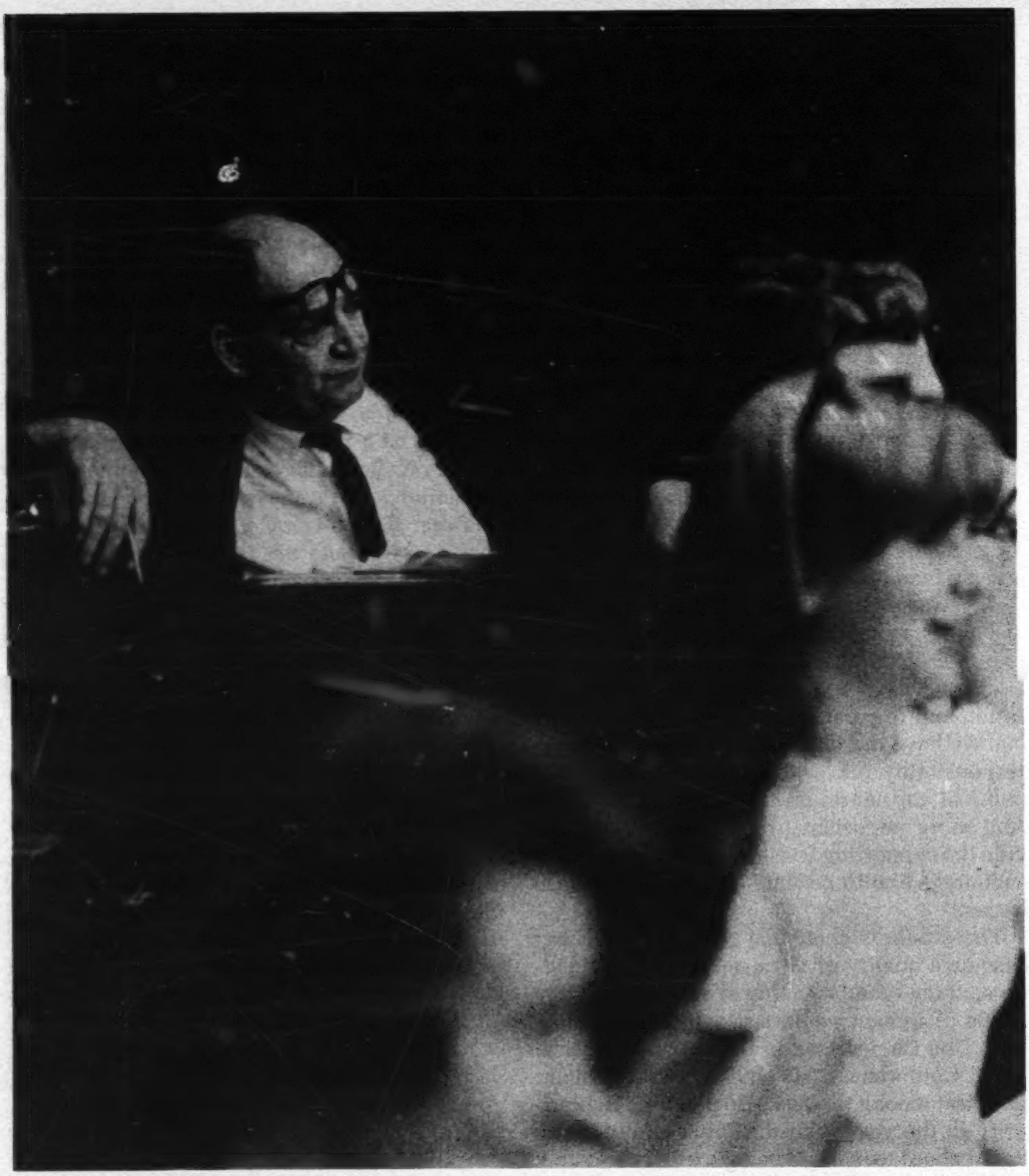
[1] Davies, Don. "The TEPS Program." *Development of the Career Teacher: Professional Responsibility for Continuing Education.* Report of the 1963-64 Regional TEPS Conferences. Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1964. p. 2.



information, must be the goal of education in our world where the full accumulation of past knowledge is not only impossible to handle now but is inadequate for dealing with the future. We must enable our students to learn the process of learning in order to contribute effectively, not merely to survive, in the complexities of the changing world of physical and social relationships.

This kind of learning will occur under certain conditions. If we accept the assumption that it is the inherent nature of man to become something better than he is, we can organize the learning experience accordingly. We can recognize that people are curious and willing to grow and can select productively among alternate learning choices—that we can trust people to learn. We can recognize, as our own experience shows, that more learning takes place when the material to be learned is perceived as related to personal goals and needs. Some studies suggest that material can be learned in as little as 20 to 30 percent of the usual time if it is seen by the pupil as related to his goals.

Similarly, learning is maximized when the student makes significant decisions about his learning. Why can't we do more to allow pupils to develop and define their own problems, discover their own learning materials, choose their own means of solution, and most important, live with the outcomes of their decisions?

We need also to recognize that when feelings as well as the intellect are involved, the resultant learning is achieved sooner, lasts longer, and is more meaningful. Instead of being intellectualized, compartmentalized learning, this learning involves the total person, intellectual and affective, and it can be deep and personally meaningful. Counselors have suggested this for years, and recently some interesting approaches to "exporting" this notion have been carried out through the National Training Laboratories with school administrators, teachers, and students.

We also need to recognize that as we encourage intrinsic rather than extrinsic motivation for learning, we should at the same time encourage intrinsic evaluation — self-criticism, self-evaluation. Evaluation by others should become secondary as students learn to develop criteria for evaluating their own efforts.

This way of looking at teaching and learning does not imply that an unstructured school program is advocated. The structure of the academic disciplines will continue to be the foundation of the curriculum. But more than this knowledge is necessary; if it were not, the average college student would be a satisfactory teacher.

The theme running through each of these elements of this new approach to education is that the most useful learning for modern man will be learning about the process of learning. We must have individuals who are open to their own experience, whose total selves are involved in the process of change—people who are willing to risk being themselves openly to become deeper, more effective learners throughout life.

Perhaps one of the most astounding paradoxes of our educational system is that it kills the very thing it is attempting to bring to life—the uniqueness of the individual. If we observe the preschool child we find him full of curiosity; he is continually experimenting with his world, continually asking why, attempting to put order into things in an effort to learn to predict himself and his physical-social milieu. By the time this same child is in the fourth grade, he resists learning; curiosity (in the classroom, at least) has virtually vanished. By the time he is in high school, teachers must spend weeks just getting him to feel free enough to ask a question . . . and who has heard of students actually disagreeing, in class, with a teacher's point of view? I will not carry this on to what shape the student is in by the time he reaches college or graduate school.

We need youngsters graduating from our schools who are "learners" in the active, growing sense, who will look forward to the challenge of their life situations because they are comfortable with change; learners who prefer personal encounter with the new and the complex rather than impersonal, passive response to the old and oversimplified.

I hope your proposals will offer suggestions for implementing this point of view.

I have said that we must integrate our concepts of teaching and professional development with two dynamic forces that are moving so rapidly in two areas of our society. In addition to taking advantage of what we know about personality development and its relationship to teaching and learning, the second recognition that is perhaps even more important and which I think must be taken into account as we move to remake the world of the career teacher could be stated as follows: The "real world" of the teacher must be the "real world" of the student. The teacher is not to be a passive communicator of information and events, but he must be a catalyst to personal understanding of and involvement in the pressing social and political issues of today. Teaching and learning cannot be separated from the major intellectual and social forces of world events. On the contrary, the social and moral questions of our time must move to the forefront of the awareness of the teacher and through the teacher to the student.

The great social changes of the postwar years which have been caused by the unprecedented advancement of knowledge have quickly surpassed the capability of schools to keep up. Rather than be simply an observer and commentator of these social changes as they occur, the teacher must anticipate, give direction and personal meaning to the changes that are occurring in the world and in the local community. There may even be many in the teaching profession who have closed their eyes to changes in values, attitudes, and morals. The work of Getzels and Jackson with teachers should cause us to examine this possibility, since they found that teachers who had been in the profession more than ten years tended to be convergent thinkers, whereas those who were relatively new to the profession tended to be divergent thinkers. One may question the instruments used by Getzels and Jackson for assessing convergent and divergent thinking, but a more important concern is that a difference did exist. Did it occur because those who demonstrate some individuality leave the profession, or because the "system" tends to stamp out "different" ways of thinking?

At this point in history the social changes occurring in this country are putting tremendous pressures on the schools—pressures to provide excellent education for pupils who have been deprived of such experiences; pressures to reorganize and rebuild our social system and our culture to bring the benefits of this fruitful nation to all citizens; pressures to improve the psychological, social, and cultural lives of all our citizens. The educational system is not ready to meet and deal with these pressures.

Our sensitivity to the great social questions of our age is not to be restricted to the area of poverty and cultural deprivation. For the first time in history, our nation faces the problems of affluence, questions of purpose, identity, and style of life in a society whose great majority has been relieved from real want and is thus freed to express itself. No society on earth has ever before been prosperous enough to be able to face the problem of how man shall conduct himself with dignity, charity, and style. It is true that one-fifth of our citizens live in poverty. But the other four-fifths, the vast majority, are now free to consider these questions of living their lives in ways that are meaningful and related to a system of values.

The best illustrations of responsiveness in human needs have been provided in recent years, not by the various educational systems, but rather by two other sources: the activities of some social welfare groups and even college student volunteers who have gone to work with the underprivileged in this country and abroad, and by our government through the force of new legislation. It has frequently been said that few people outside government understand the tremendous power for educational and social change that is provided in the new legislation. And this is true not only of the Elementary and Secondary Education Act but also of community action programs of the civil rights bill, the Economic Opportunity Act with its job training centers, the Domestic Service Corps, VISTA, Project Head Start, and the Peace Corps.

The pressing social and ethical problems of our time must be an essential part of the being of the teacher, and it is the teacher's role to be an active agent of social change as well as an agent of individual growth. There are a number of assumptions implicit in such a statement, including notions of altruism, human dignity, voluntary action, and the obligation for public service.

These same assumptions are implied in the federal programs and in a number of other experiments which I think illustrate and perhaps provide models for this way of looking at teaching and returning teaching to the pivotal position it should have in a free society. Incidentally, Title V of Public Law 89-10, if successful, will initiate gradual termination of the traditional four-year preparation as the most popular avenue for becoming a teacher.

I have mentioned the Peace Corps before, and I think it illustrates how these changes can be brought about. Several teacher education programs for working with the disadvantaged, such as those of Hunter College in New York City, Duquesne University in Pittsburgh, Cardozo High School in Washington, D. C., and the college student organizations such as the Columbia College Citizenship Program and the Student Educational Exchange Roundtable, also provide examples. They illustrate the elements that we have been suggesting as necessary for remaking the world of the teacher, namely, that teaching must be related to the actual social conditions of today, that the teacher must be an active agent involved in bringing about needed social change, that a high degree of commitment to a "great undertaking" must be engendered in those who wish to become career teachers.

The freedom schools and adult education programs established by students in the South face these young people with all the problems we face in teacher education in microcosm and within the immediate context of particular people's needs. These student volunteers had to get themselves prepared, they had to develop their own teaching methods, occasionally write their own text materials, organize their courses, develop curricula, and motivate their students, and all this in most difficult and sometimes dangerous surroundings.

Knowledge for these young people became something necessary to reach an important

social objective. Academic work in college was seen to have a relationship to the development of political awareness and social action. In some cases faculty members came to help by teaching special courses for these college students and for their pupils.

As you know, many Peace Corps volunteers were forced to build their own teacher education programs in order to make them useful for the communities in which they found themselves. In many cases these people were not teaching subjects for which they had been prepared but instead met the needs of the locality, which sometimes meant personal and community hygiene or elementary agriculture. Incidentally, TEPS is to be commended for urging teacher education institutions and certification authorities to recognize the value of Peace Corps teaching as they assist the returning volunteers to move into teaching at home.

At both the prebaccalaureate and postbaccalaureate levels we should not ask ourselves the question: What kind of preparation and background should this teacher have? Instead, we should set aside formal requirements and then ask: What can we do to develop the personal awareness, the sensitivity, and the intellectual capabilities of the person who is to be a teacher?

It has been suggested before that we should invite all those teachers who have done voluntary work abroad and in the disadvantaged areas of this country to come to the colleges and universities and to work out challenging, meaningful programs of academic work and experience which would be used to enhance their professional development as teachers.

Once this philosophy was adopted and these commitments made, direct involvement on the part of education should occur with the agencies involved in the antipoverty program and other social welfare legislation to find ways for undergraduate and graduate students to work directly in these programs as part of their course of study. Similar arrangements could be made with the Peace Corps. As a number of institutions have done, direct arrangements with slum schools could be made for building programs that are both socially relevant and personally meaningful for students and teachers.

Thus, we would start with our concern for the total development of this particular person who is to become a career teacher and we would then construct for him a tailored program of academic work and experience in ways that give the teacher a high degree of responsibility for choosing the content and direction of his preparation and experience. The "highly personal nature of teaching" that Combs advocates must involve the teacher in psychologically significant events throughout his career.

It seems to me that these "action movements" illustrate the attitude or the assumption that we must adopt, that the teacher must be the primary agent for social change, and that our programs of professional development must be based on this principle.

In summary, we have asked: Who is the career teacher? How do we move from the platform of the promising ideas which now exist for changing the world of the career teacher to the practical order of implementation?

It should be clear that I have not described realistic goals applicable for *all* teachers now in the schools. This conception of teaching is appropriate for a small but real segment of practicing teachers. The target for this conference should be to identify and build programs for this minority who will serve as the nucleus of leadership until the changes are implemented in teacher preparation programs.

Nor am I suggesting that we need a counselor in every classroom. On the contrary, the students taught by such teachers would need counselors less than ever.

I have attempted to suggest that these proposals for remaking the world of the career teacher must be placed within the framework of two dimensions of human needs. First, we must accept a set of very different assumptions than presently exist about the real person who is the teacher, the person who is the learner, and what happens to each of them as learning takes place. Second, we must accept the centrality of the role of the teacher as an active force in meeting specific human needs in our society.

The climate is right, the resources exist in great quantity, and the momentum is gathering quickly. The question is not whether these changes will occur but whether we will lead or follow. The regrettable fact is that when a problem with serious social implications cannot be solved from within it will be solved from without, often with less desirable results.

At the outset, I mentioned that we were hunting the Snark of reform of continuing education, that we must beware of finding a Snark that is a Boojum, and that our Boojum will be prescribing band-aids and aspirin when the patient needs surgery. If we fail now, fellow Snark hunters, we, like the Baker, "will softly and suddenly vanish away, and never be met with again."

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When we attempt to consider the issues and problems surrounding the education of teachers, we are quickly reminded of the manifold dimensions of the problems and the multiple conditions affecting teacher education. Consequently, I should like to examine where we are going with the continuing education of teachers and the alternative routes to get there.

The conditions, operations, and questions which seem to me to be absolutely critical are bound up with the values held by school people, the nature of school bureaucracies, and the developing crises in the democratic ethos which confront our entire society, especially its teachers.

Finally, I will attempt to state some desirable goals of continuing education and relate them to the new interest of the federal government in this area.

Teachers share with others in our society a design for living, a series of values, and a sense of purpose that have historical and contemporary roots. When children become acculturated, they learn from those about them the aspirational and operational modes of thought which will enable them to function and manage in the larger society. Culture is created for both children and adults as certain elements are added or changed from generation to generation. The process of cultural change has a particular relevance for teachers and other school personnel, for the changes in our society and culture and the teachers' conceptions of that culture are not always in harmony. The swiftness of social change and the importance of schooling mean that the school has become and will continue to occupy the focal point of change along with housing, employment, and related public services.

Today we are witnessing a surge of democratic thought not unlike that of the 1820's and 1830's. Typical is the powerful civil rights movement—new and more fundamental demands for equality in jobs, housing, and schooling and a broadening of the franchise in voting.

PHILADELPHIA

Vernon Haubrich

One of the key mediators of the phenomenon of acculturation has been and will continue to be the teacher. The teacher brings a part of the larger culture to the child, and the school has been one of the broad avenues which groups have traveled to take their place in the sun in our society. However, we who teach and administer are not in the school as neutral agents but as agents who are filled with thoughts and emotions and modes of aspirations and desires and hopes and fears and all the things that make up a human being. The teacher brings values to the classroom, he brings his mode of thinking, his religion, his background, his present potentialities, and what he feels is truly important for children.

It might be helpful to look at things which tend to impel teachers, to make them constrain children in various ways, and at the values which the teacher emphasizes in and out of the classroom.

First, the teacher is committed, in the broadest sense, to the competitive ethic in American society. The structure of his classroom, the grades that he gives, and the procedure by which he calls on children encourage the children to move ahead, to succeed, and to become "winners."

Second, the teacher is value-oriented to a future which is bound to be richer than the present or the past. Since his earliest days the teacher has been encouraged to postpone immediate gratifications for future realization and gain. One saves his money so that one can purchase something in the future which is valuable. One conserves the lumber in the forest because it is our responsibility to future generations. One does not marry at an exceptionally early age because one must first finish college. Bound up with this particular value of a future-time orientation is the whole notion that time itself is an exceptionally important commodity. Time is money; it is part of the entire outlook of the teacher. We must hurry and finish. The basis of many tests in America is a timed work period. The concept that the child should plan for Friday's test or Thursday's test or Wednesday's review is part of his entire orientation. Once we lose time we can never regain it.

A third value that has been emphasized by teachers in what they bring to the classroom is the ethic of work. Work is in itself a good thing, and we not only have placed a value on it but have routinized it. That each will incorporate this value is an assumption most teachers make. From work, of course, comes status, prestige, and a better community image. It brings the kinds of artifacts and symbols which are so terribly important to most of the people in our culture.

A fourth value the teacher brings to the classroom is that our society is organized into families and these family groups are separate and nuclear. The father is the head of the family and there is a mother and there are children. Rarely do we ever admit that others (such as uncles, aunts, grandfathers, or grandmothers) inhabit the family.

The administration also brings to the classroom values that are implicit and explicit in an industrial, technological, bureaucratic, and democratic society. It brings the values that aid society to function, that provide it with the kind of drive and spirit which have carried it forward and which organize the effort necessary for it to continue to move forward.

Before looking at the kinds of cultural conflicts which teachers, children, and schools are facing today, let us look at the basic structure and organization of schools to see if the values in that school system are possible focal points for looking at types of cultural conflicts.

The American school system today is patterned after classic lines of bureaucratic endeavor. In the classic analysis he made in 1922, Max Weber indicated that a bureaucracy develops whenever large-scale organizations wish to achieve a degree of efficiency and rationality of operation. This efficiency is usually demanded by the need for economy, fairness, and "equalitarianism." Weber indicated that a bureaucracy involves a division of duties and that these duties adhere to the office which carries them out. Principals have certain duties which teachers do not have and teachers have certain duties which principals do not have, even though both are members of the same organization. The same would be true of directors of curriculum, superintendents, guidance workers, and so forth. The regulations which permit individuals to assume these various offices are publicly stated and in most cases controlled by license or examination, or both. These licenses and examinations are often sanctioned through laws or through official regulations of state agencies. The regulations are stated in such a way as to be impersonal and to provide the greatest accessibility by all on an equalitarian basis. Specific instructions in each specific case are not necessary because the classic rules are stated and are followed by all within the system.

For example, a school system decides, for whatever reason, that a child will not be promoted to the second grade unless he has successfully completed the first-grade reader. A test is given, he does not complete the first-grade reader, and consequently he has failed and is retained in grade 1.

In a similar fashion, another rule may state that a child may not enter the seventh grade unless he has successfully completed or achieved the level of the fifth grade in reading. A child comes to be admitted to the seventh

grade, the test indicates that he is below the fifth-grade level, and he is not admitted. He is sent to the sixth grade.

Sometimes rather ludicrous situations occur. For example, to teach in a particular state, a license is required. To obtain that license, one must have completed student teaching. A teacher shows up in that particular state with a background of six years of successful teaching experience. But upon examining the record, a bureaucrat or a person in charge of certification in the state finds that the applicant had no student teaching. Result: no license.

In addition, the existence of these rules requires the use of categorical thinking, or categorization, in order that individual problems and cases are classified on the basis of the rules and are treated in the way the rules are stated. Classically, a bureaucracy exhibits the will of the electorate or the body politic, either by the election of the top officials in the bureaucracy, such as the state superintendent or a board of education, or through the control of the political offices of the governor and the state legislature. It is important to note that the technical bureaucracy within a state, federal, or local area, as well as a public school system, does not depend upon election.

The chief merit of any bureaucracy is its technical efficiency. A premium is placed upon optimal returns for optimal inputs. Precision, expert control, continuity, and speed are the essence and the very heart of bureaucratic structure. Robert Merton, the distinguished sociologist at Columbia University, has noted that many individuals have taken a dim view of bureaucratic structure and have indicated that there are often negative aspects of bureaucracy. Veblen, for example, indicated that a genuine bureaucracy resulted in a trained incapacity to work. Dewey noted that there was an occupational psychosis that went with a bureaucracy. Whenever we have actions on the part of a bureaucracy that are based on training, skills, outlook, education, and demeanor which have been successfully applied in past situations and then are blindly applied in present situations that are obviously inappropriate, we have what we call professionally trained incapacity to make judgments. A professional cannot become, in all respects, a bureaucrat. A professional depends cleanly and clearly upon the individual diagnosis of each unique situation. Dewey's notion that precision, reliability, and efficiency in an organization would produce individuals with special preferences, antipathies, and discriminations is obvious. It also means that these particular bureaucratic values may operate to the disadvantage of individuals and groups as well as for their benefit.

Bureaucracies are not dysfunctional in themselves. An effective bureaucracy demands a reliability of response and a strict devotion to the kinds of regulations that are set forth in manuals and procedures. Indeed, if every teacher were not subject to certain kinds of constraints, we would be in a mess. If individual principals wanted to dismiss school on certain days and to lengthen the school year, we would face chaos. So, regulations are not dysfunctional in themselves; they only become dysfunctional when applied to a particular situation. (We will be looking at these situations shortly.) What we are really talking about is rules being transformed into absolute prerequisites and requirements. Then we are in deep trouble. The kind of conservatism which is engendered and the kind of timidity evoked by a strict adherence to lesson plans and specified day-to-day operations is well known to all who are listening today.

Now the kind of convergence that occurs at this point is a child's entering school and meeting a teacher who is operating in a school setting and who is a product of that same culture which has been described as broadly bureaucratic. A teacher is a winner in the race for success and achievement. As we are well aware, not all individuals graduate from our school systems. In fact, that is part of the problem we are examining today. The teacher, however, has by definition graduated from the school system which in most cases only reinforces the very kind of bureaucratic structure which is expected. No one will graduate unless he has been able to complete a certain number of term papers, completed the required hours, and has shown the proper respect for his professors.

If we can then assume that, in broad perspective, both the school and the teacher have similar outlooks, have been trained in a similar way, have broadly shared the same kinds of attitudes, values, dispositions, and concerns, then we may say that if a child comes to that school and continues through it but does not share the same kinds of outlooks, concerns, and aspirations, there will be a dysfunction. There will be a discontinuity between the school and the teacher on one hand and the particular child on the other. We must be honest enough to admit that there are certain values we hold and that these values conflict and run smack into other peoples' values. The important thing here is that there are certain kinds of modifications which can be made, both in the manner in which we approach individuals and the kinds of things which we emphasize in school, which will help teachers and administrators relate to parents and children who hold values different from those we have been discussing.

The focal points for the dysfunctions between teacher and school on the one hand and some children and parents on the other have been the schools in depressed areas, especially segregated schools. The fruits of a legally segregated system, both de jure and de facto, both North and South, are not easy on the nose.

The legal ghetto of the South and legally segregated schooling of the South were mirrored by the de facto segregation in Northern and Western cities across the land. The self-fulfilling prophecy in which a person's own beliefs about a social situation contribute to the shaping of that situation was quite common in Northern schools that were de facto segregated. In one of the most remarkable books I have ever read, *How Children Fail*, John Holt[1] points out that the child who is in a deprived and degraded situation learns to desire failure. Children want the approval and the acceptance of the teacher, they want to be accepted in a classroom as much as anyone else. Fritz Redl notes that it is a truism to indicate that individuals can be trained to behave in ways that are opposite to their own interests! And so, what we have is that children begin to fail in order to succeed. Holt describes this syndrome and this relationship as follows: "Subject peoples both appease their rulers and satisfy some part of their desire for human dignity by putting on a mask, by acting much more stupid and incompetent than they really are, by denying their rulers the full use of their intelligence and ability, by declaring their minds and spirits free of their enslaved bodies."[2] Children try to please the teacher by failing to learn as he had predicted they would. They resort to all kinds of learning-avoidance behavior. ". . . what hampers their thinking, what drives them into these narrow and defensive strategies is a feeling that they must please the grownups at all costs."[3]

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[1] Holt, John. *How Children Fail*. New York: Pitman Publishing Corp., 1964.

[2] *Ibid.*, p. 156.

The confirming of this syndrome in the school has already taken place in the home and the neighborhood. A recent study in New York City indicates that many mothers of heroin addicts, while deploring the addiction, gave their sons money to buy the heroin under the pretense of giving them an allowance. A dependency relationship is often desperately needed by the home, by the neighborhood, and in the judgment of some, by the school. The play, *A Hatful of Rain*, finds one brother supplying dope to the other brother in order to keep him dependent. Frank Gilroy's recent play, *The Subject Was Roses*, showed us a son who excluded the father from the family constellation to please his mother by acting as a substitute for the father. And so the pattern of self-deprecation, lack of aspiration, destruction of ego, and the development of strengths to combat the demands that are made upon the child by the school begin at an exceptionally early age for the child who lives a segregated life.

Thomas Huxley once indicated that a sense of uselessness is as severe a shock as the human system can endure. In a thousand and one ways teachers, schools, administrators, neighborhoods, family, the entire community in which many segregated children find themselves have contributed to this very sense of uselessness.

The appreciation of these facts of segregated schooling, the appreciation of these difficulties were once enunciated by the late President Kennedy when he asked, "If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the counsels of patience and delay?"

And so, when we look at the schools today, we are facing a problem of the legacy of legally segregated schooling complicated by de facto segregated schooling in the present. The issue is, of course, what about the future?

The future will probably spring from the new situations which have developed in recent years which have within them both a threat and an opportunity. The threat is surely to existing institutions, to a disturbance in the bureaucracy, and to the manner in which teachers are prepared. The opportunity is for those of us who have some concern about human beings and their position in society to attempt to work for those realignments which will bring this about quickly, judiciously, and with honor.

If I had to pick one element as being critically important in the coming realignments in teacher education and the public schools, it would be that the teachers presently in the schools and the prospective teachers in the colleges must become deeply involved in the style of life, the style of learning, and the style of living of those we call deprived or disadvantaged or segregated. And if this means participation in the areas of the cities called slums, or on Indian reservations which have horrid facilities, or in migrant labor camps, or in the hills of Kentucky, then so be it. Perhaps colleges could then muster additional pressures for decent conditions for human groups.

One of the most perceptive articles on the preparation of physicians recently appeared

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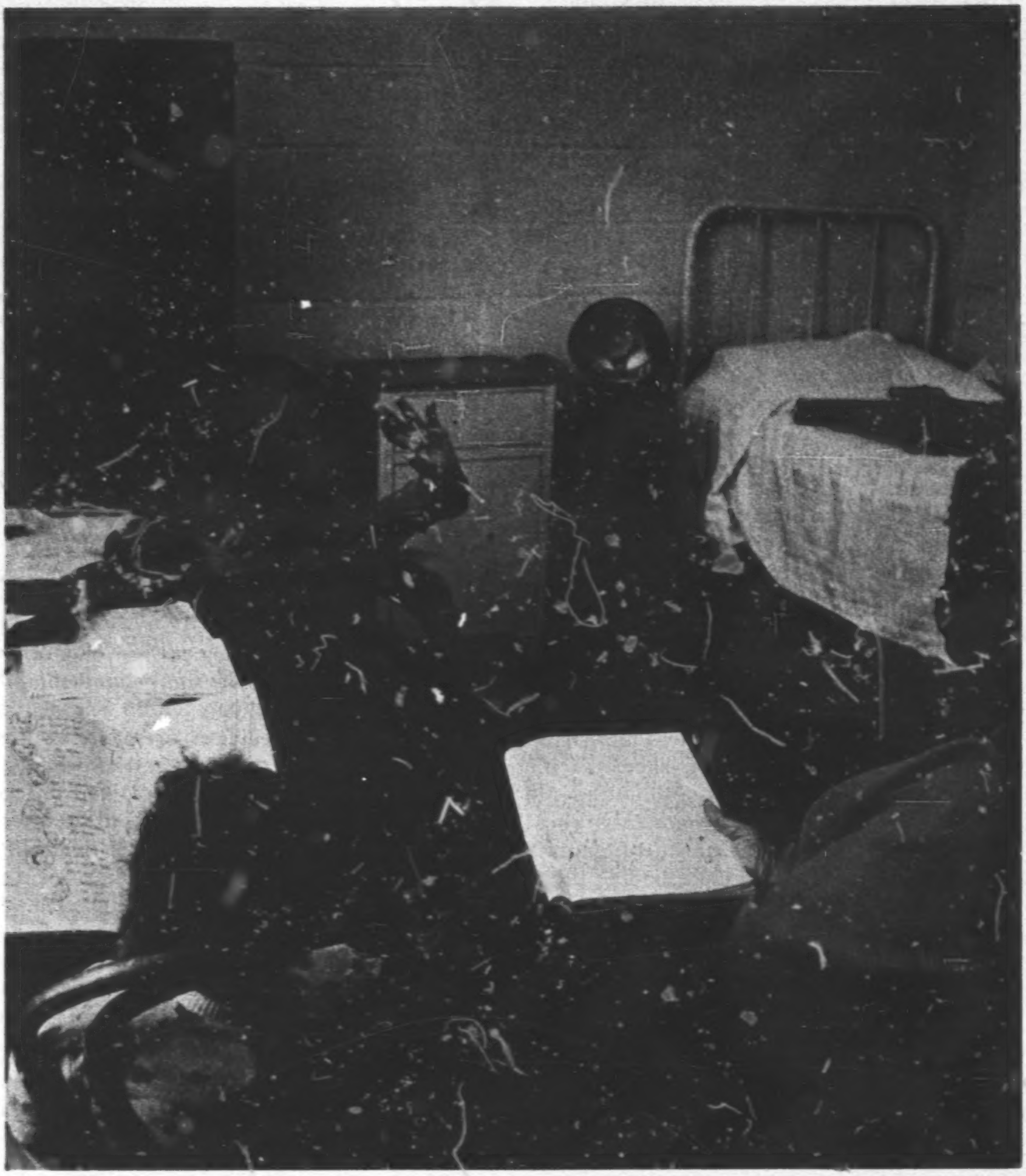
[3] Ibid., pp. 17-18.



in the *New Yorker* which ran a biography of Dr. Marie Nyswander.[4] In describing her work with drug addicts in East Harlem, it was mentioned (almost parenthetically) that she had a most remarkable internship at Bellevue. Her internship was done in 1945, a time when there was a shortage of everything—nurses, doctors, ambulance people—a shortage of everyone to treat the human body and the human mind. Dr. Nyswander described her internship as being rushed night and day, with little sleep and never time to finish a meal. "There were accidents every night, a lot of orthopedic surgery, I delivered hundreds of babies. It was a great, great internship."

It would seem to me a valuable thing for teachers to face the kinds of dysfunctionalities and ambiguities and problems in teaching children who come from homes where parents are missing, children who arrive at school from children's shelters, children who do not fit into our classical lockstep in the public school; in working with families where answers are not so simple and clean and direct or with families who may not know of Harvard or the best school in the West or any of the other kinds of status symbols we all live with. It seems to me that involving a person deeply in this for a long period of an internship is an absolute prerequisite if teacher education is going to move in the direction of genuinely attempting to help people through the classroom situation.

It would be difficult to imagine a classroom, with all the artifacts and teaching machines and junk now being bundled upon teachers, being any good at all without the sympathy, understanding, and genuine sense of strength which a teacher can help convey to children when he understands and has dealt with those who are disenfranchised. To say we need urban sociology or rural sociology or an additional course in Skinnerarian psychology or some other gimmick or pill which aids learning is all useless unless one understands the people who look to the teacher for help and unless we form a human partnership with children.

A teacher must become an active participant, if you will, an active intervener, in the lives and affairs of communities and cultures which have extreme problems and cannot manage in this modern world. If we are going to play the role of professional aide to those who do not fit into an industrial-technological society or who need our help in bridging this gap, then teachers have to leave the classroom and in a literal sense be able to extend a hand that goes beyond the blackboard.

Redl and Wineman[5] indicated there are probably three things necessary for the child who rejects the school and teacher. I should think all these things would be essential if we are going to meet and resolve the kinds of educational problems all of us will face in the next fifteen years. We need, they said, "a house that smiles, props which invite, and space which allows." The poetry and the symmetry of these three statements could be a model for all teachers and administrators when they consider the problems that they will face in the next few years—a house that smiles, props which invite, space which allows.

The second thing that seems important for teacher education in colleges and teacher reeducation in the schools is a long look at the kind of connections that colleges and universities have with public schools. The unbelievable gulf that has existed between the practitioner in the field and the theorist in the college is untenable in today's schools.

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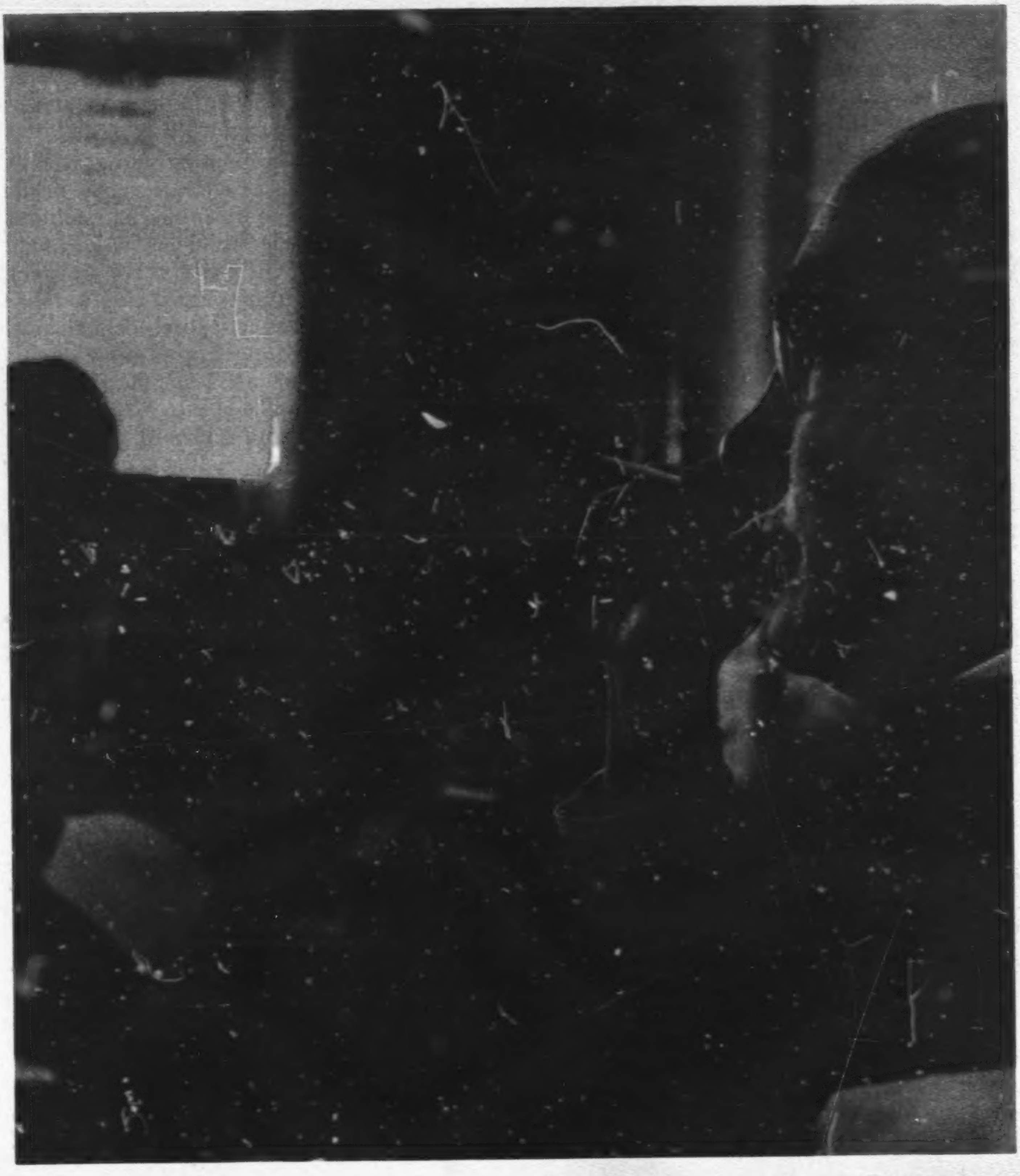
[4] Hentoff, Nat. "Profiles." New Yorker 41:32-34+, June 26, 1965; 32-34+, July 3, 1965.

[5] Redl, Fritz, and Wineman, David. *The Aggressive Child.* New York: Free Press, 1957. 575 pp.



The teacher who refuses to leave the classroom and become an active participant for children who need help is mirrored by the college dean, administrator, and professor who pedantically refuse to leave their cocoons.

Whether the reason is withdrawal for a sense of ease, or a personality which fundamentally wishes to avoid conflict, or the self-image and status which they carry with them, or whatever, college professors have been remarkably inactive vis-à-vis the problems in public schools. We all know of a few cases across the country where individuals have participated in curriculum work, but really there has not been the kind of link that I would like to see between those who prepare the teachers and the profession that receives them. There are very few models to use along this line, but surely one is the teaching hospitals which have been used by the great medical schools in the past and could be replicated by "schools for inquiry" in which professors and school systems attempt to achieve a resolution of the issues that go far beyond the concerns of civil rights and desegregation but are related to general learning and teaching problems for all American youth.

At this point it may be helpful to explicate the methodology of *what might be* a new way to look at what surrounds us in teacher education.

This analysis will have several dimensions. First, I would hope to analyze what I perceive experienced teachers have done to further educate themselves, the manner and conditions under which this has been accomplished, and the principal agents conducting teacher education. Second, I would hope to suggest fruitful prototypes of successful preparation and upgrading, using institutional and innovative research findings. As illustrative material I shall refer to a most successful experiment—the American Farm School, located in Greece. Third, from points one and two, I shall indicate some suggestions as to the organization, direction, and evaluation of a program of continuing education predicated on the new federal thrust in education.

In most cases, an experienced teacher takes courses at a college or university. These courses are designed by professors and departments and approved, in many cases, by the faculty at large. The purpose of the courses is to provide information, scholarship, understandings, skills, and concepts to this teacher. The manner in which professors who design the courses and put them together is time-honored and proceeds in a somewhat logical fashion. A search is made of the literature, lectures are developed, quizzes are constructed, papers are assigned, and the course is offered. The teachers who come to the course are presented, in most cases, with a fait accompli, and I would guess they expect as much.

The conditions of this course-giving are usually set on a college campus or in an extension school. Knowledgeable professors and less knowledgeable students come together, one to give, the other to receive. The institutional setting which is dominant is that of the college or university, and little if any point is made of the relationships which might exist among knowledge, teachings, institutional settings, and the procedure of *diagnosis*. In fact, the entire operation is *evaluative in nature* and operates on the professors' terms, many of whom are not and could not be concerned with the major issues confronting the teacher. The central assumption is that what the university offers will improve the teacher. Maybe and maybe not.

The situational context of the college keeps the teacher in a relatively atomized position, and his return to the public school is, in most cases, as an individual who went to a college for a summer and learned something. The stance he assumes when he returns may be influenced by what he learned, but that is a very iffy proposition. Generally, the experienced teacher's education at the college is really much the same as what he received as an undergraduate. I would guess that the two institutional structures (i.e., public schools and colleges) rarely mesh and that the game which is played is supported by the promise of added salary increments, advanced degrees, and a new status for the teacher. There are, of course, notable exceptions where colleges and universities have exerted a wider influence, where the problems of the teacher—whether subject matter, liberal education, or professional knowledge—are of first concern. These remain, I fear, the exceptions.

In conclusion, let me suggest that the continued education of the teacher has been carried on by college and university courses offered in a setting which is institutionally centered in higher education and where the teacher remains a relatively isolated person. There has been little linkage between the public schools and colleges.

Let us now review some crucial findings as to the nature of institutional settings, the training and retraining of Greek farmers, and some tentative findings as to the chances for the success of an educational innovation. All these have a potential bearing on the manner in which future developments in continuing education are charted and the way in which the education of teachers can be generally innovative.

Very briefly, the purpose of the American Farm School in Greece has been to train and upgrade young Greek farmers to the end of a more productive farm. The elements of this system resemble, on a very small scale, the problems faced with preparing and upgrading teachers in our society. The diffusion of knowledge, skills, and abilities by the Farm School is a means of getting increased farm productivity. Several general principles seem to have guided this experiment in innovation:

1. The institution that desires the change to occur must be on the scene and remain on the scene to receive feedback and criticism and to follow through.
2. Crash programs, especially those conceived to be short-term, will not work. One must invest time, patience, evaluation, and consistency of effort over long periods of time.
3. The procedures used in selecting the students—both beginning and graduate students—are *crucial*. Interviews, the use of former graduates' judgments, recommendations by local functionaries, and high motivation are crucial in selecting students and preventing problems when the students return to the village. The selection of graduates of the program for advanced training in the United States is determined by five years of experience in teaching at the school, a virtually assured status in teaching, the assurance of a job with leadership potential, and stability, usually judged by marriage.
4. Involvement with an actual field situation is viewed as a sine qua non of the program. Theory (descriptions of gasoline engines) is followed immediately by practice (taking an engine apart, working to repair it, etc.). Reality testing with actual farming is termed essential.
5. A follow-up of graduates at the village has been a connecting bridge between the

school and the village. This follow-up is conducted by a person best described as a "translator" who operates between the school and the village. *The graduate program* (for those who have graduated and return for upgrading, new information, etc.) *rests on the selection of subject fields by the graduate farmer.* The school exists to feed information, skills, etc., deemed important by the graduate farmer. The program seems to be diagnostic, with the added value of keeping the faculty on their toes and up to date.

6. The graduate program has open sessions which provide for exchange of information and mutual diagnosis of problems.
7. The people of the village must want the program. Unless there is constant attention to the way the farmers see problems, little can be accomplished.
8. There is a mutuality of support when several villagers have been through the program, resulting in side effects to those who have not. Schooled farmers affect unschooled farmers.
9. The program has stayed loose, receptive to feedback, and innovative.

The success of this school is unprecedented, and the school has received wide acclaim from agricultural experts and observers. Not one of their graduate students trained here and sent back to teach has dropped from the program.

Let me couple these findings on continuing education with some on innovation. In a beginning work in this area, Miles[6] points up several conditions which should be taken into account when we think about innovation:

1. The educational system is hierarchical, with much influence, research, and power at the top.
2. The high rate of teacher turnover tends to work for stability because innovation requires attention and a "product champion."
3. Practitioners protect themselves with a series of myths which insulate against change and innovation. (For example, one cannot really tell anything in the field; the professional teacher is autonomous; local control of the school is crucial.)

Additionally, he generalizes, however tentatively, regarding the nature of innovations as innovations:

1. The merits of the innovation are but one of many factors influencing its adoption. (Pay attention to the system, to its prior state, to functionaries, to the teachers.)
2. In the absence of good measures of output, educational organizations stress cost reduction. (Evaluate, feed back, develop instruments to check what you are doing.)
3. Innovations which seem puzzling or threatening *in a technical sense* will have a hard time of it. (Keep things simple at first; differentiate your populations; be clean and direct.)
4. The innovation should have some congruence to the existing system and be capable of *institutionalization*. (Continuous feed-in will be more effective than one-shot deals.)
5. Innovations perceived by teachers as helpful in reducing the gap between goals or ideals and practical operations have a chance for wide acceptance. (Be diagnostic in the program; ask questions; find out how it is working.)
6. Innovations or programs perceived by teachers as increasing *personal* initiative and autonomy are likely to be accepted.

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[6] Miles, Matthew, editor. *Innovation in Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1964. This work summarizes many of the findings in organizational and institutional change and is a valuable resource for those interested in the process of educational change.

(Again, keep it diagnostic; feed in where essential; seminars not lectures.)

Finally, Miles summarizes several aspects relative to planning the innovation. This is commonly referred to as strategy of innovative change and represents important considerations for the development of a program of continuing education which is more than course-taking and which points to innovative success.

1. Attention must be paid to the teachers and the diffusion process. (Somebody's got to be in charge.)
2. New structures should have congruence with the prevailing ideology. (Local control is important.)
3. The linkage of old and new systems is crucial. (Follow-up and follow-through.)

Conversely, he writes that innovative strategies are less effective under certain circumstances:

1. The exclusive use of existing structures results in strengthening the status quo. (If university and school systems stay separate, there is little long-term hope for change.)
2. When strategies are initiated exclusively by the schools or the universities, there is little chance for cooperation. (Some organizational bridges are needed.)
3. The use of excessive conflict to gain acceptance results in resistance to change. (Open question as to how much anxiety is good for teacher improvement.)

One of the central notions posited by the research is that careful selection of teachers, relationships within the teacher group, and relevant attention paid to the classroom of the teacher are crucial. What seems to be called for are changes in programs which will not only affect teachers but the system to which they return. Miles terms this a "meta-change."[7]

Where Are We Going?

As Kendall[8] has aptly pointed out, a clear specification of objectives is essential to knowing what if anything you are accomplishing. The usual bromides relating to learning, general improvement, skill acquisition, and personal improvement are too broad for useful discussion and take their stance and philosophy from preconceptions as to the proper balance in the teacher education curriculum.

There are two questions we must deal with if we care to make some sense out of continuing education. First, in what ways do the purposes of professional training differ from general education if at all? Second, in what ways can this professional training be enhanced by guideposts in the education of teachers?

As a preliminary to the first issue, let me say that the peculiar problem of any decade or year, such as how to use programmed instruction, the acquisition of new physics knowledge, or the study of linguistics for English programs, should not be the central focus of this body, for surely these immediate concerns will change from year to year. The view espoused here is that the model of the professional teacher is not only that of information receiver-processor-translator-giver.

Professional teachers, along with other professionals, have the unique function of spending their working life serving the welfare of others. They are able to do this because they have some service (gained from training and study) which their clients perceive as necessary. They are also able to engage in this service because they have, in some degree and in some kind, the special ability, characteristic of

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[7] *Ibid.*, p. 648.

[8] Kendall, Patricia. "Evaluating an Experimental Program in Medical Education," *ibid.*, p. 344.

the helping professions, to engage in a two-way communication with their clientele.[9] This is of great importance in viewing a program of continuing education, for it goes to the heart of many of the suggestions made later in this paper. The professional who ignores the fundamental nature of his task will always be looking for the educational pill which cures problems quickly and easily.

The development of the professional teacher is based on the degree to which he feels an assuredness and security about the task he is expected to perform.[10] Now then, what factors are crucial in developing this stance of assuredness?

1. The teacher's knowledge and his capacity to use that knowledge in a professional setting. In some respects this is anti-graduate school, anti-specialization, anti-present trends. The easily made assumption that what is good for the graduate school is good for the professional teacher comes into the question when the problems, practices, and issues facing teachers come to light. Let no one misunderstand. There is no intent here to disparage academic scholarship or its potential contribution to the effective and secure teacher. What is suggested is that a diagnostic attitude toward the uniqueness of the teacher's role and the knowledge required to carry out that role is essential.
2. The teacher's ability and capacity to communicate. The teacher who understands knowledge, has analyzed it, sees its usefulness in a teaching setting, and has a sense of style for it still must engage in the process of communication. The study of this capacity, its relevant aspects, and the context of communication in a classroom setting are crucial to the effective professional teacher.
3. The teacher's view of himself as a professional worker and his attitude toward the profession. The experienced teacher should have the opportunity to reflect on the issues of teaching, classroom control, learning, and related problems. How the teacher sees his tasks, the confidence with which he works, and his ability to engage the world about him depend on the view he has of himself as an effective professional.

All the foregoing have point and reference when we think of the way in which these goals can be met, for to state the goal is not difficult, but to provide the means requires a different order of thinking. Although school districts will continue to provide various forms of in-service education, courses will continue to be offered on a somewhat helter-skelter basis. And although state departments of education will provide leadership and system-wide analysis and, in some cases, training, I should like to consider the new power of the federal government, its relationship to continuing teacher education, and the possibilities which this new opportunity affords.

As a first consideration let us remember the tremendous amount of money that the federal government has put into various types of education, both public school and college. The Economic Opportunity Act of 1964 is heavily weighted with a flavor of education; the Elementary and Secondary Education Act of 1965 (P.L. 89-10) is an attempt to redress much of the imbalance of educational opportunity as far as the depressed groups are concerned; the Higher Education Act of 1965 provides two programs which may well prove to be as important to continuing teacher education as any ever passed previously.

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[9] Smith, C. E. *Educational Research and the Training of Teachers.* Vancouver: British Columbia Teachers' Federation, 1963. pp. 62-63. This excellent document explicates many of the points made in this paper regarding the limitations of research findings and the view of the professional assuredness of the teacher.

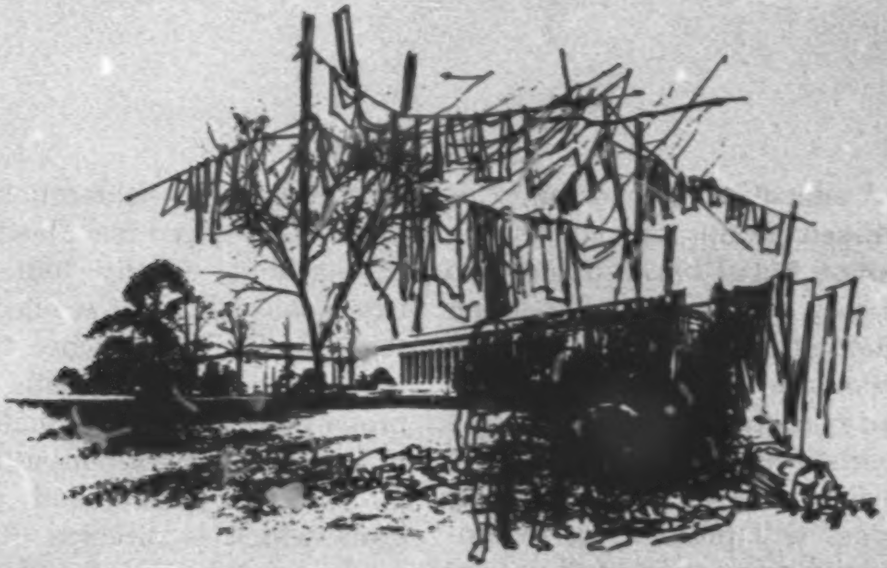
[10] *Ibid.*, Chapter 4, "Some Considerations Regarding the Nature of Professional Training," pp. 31-41, is excellent on this topic, and I have taken the liberty of using some of the more salient features of Professor Smith's conclusion

The first of these programs is the fellowship program for experienced teachers and college graduates who wish to become teachers. This fellowship program will provide for experienced teachers a minimum of one full year at a college or university at a salary of approximately $6,600 for a full twelve-month program and other allowances for dependents and incidental expenses. While the figures are somewhat impressive, the important feature of the fellowship program is its highly innovative, experimental, and diagnostic character. It allows colleges and public schools to set up joint programs, it requires that the attention of the college be turned to the system from which the teacher has come, and it requires that the year which the teacher spends on campus be more than a collection of existing courses. The burden for defining a preconceived program is really off the federal government, and the emphasis is on the kind of thoughtful, educative, and experimental programs which all of us have been talking about for so long but which have never before been authorized through the National Science Foundation or the various categorical bills which have passed Congress.

The second important program of the Higher Education Act is the Teacher Corps. While the heart of the Teacher Corps is directed at the inexperienced teacher who will serve two years in a district which requests the services of extra or paraprofessional help, an important consideration is the inclusion of an experienced team leader of small groups of teachers, usually four in number. This experienced teacher would be the person on the spot for the Teacher Corps recruits and could work closely with local colleges in preparing highly individualized and pragmatically oriented programs, utilizing the strengths of each corpsman and providing a program which is directed at linking idealism, study, service, and internship. To tap this fresh enthusiasm, to provide the kinds of extra school services which many children from depressed urban and rural areas need so desperately, to enable teachers to utilize the talents of many young and eager college graduates in a long internship program, to provide a place within the school and neighborhood where the spirit and verve and drive of the Peace Corps could flourish, is to capture much of the volunteerism and sense of commitment which is at the base of much of the American experience.

Let me indicate as a final point that the millions and millions of dollars which will be spent on these and other programs will not cause a ripple unless and until those who prepare teachers and the systems which receive teachers join hands in a common effort directed toward new and innovative ways to prepare teachers.

Although 10,000 fellowships may be insufficient, although the Teacher Corps may be seen as only a small step, and although "the system" may prove to be more impregnable than imagined, we owe it to the best in our profession to make the effort to become partners in these revolutionary times.



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During the past two years the Teacher Education and Professional Standards Commission of the NEA has begun fueling and has finally lit a beacon which has tried to reveal, brightly and in striking fashion, the major problem of teacher education in the United States and what we as professionals might do about it. The problem is the improvement of continuing education for teachers (or for those of us unused to the new terminology, in-service education). TEPS has been trying to do something constructive about the concept that teacher education is a never-ending quest for competence and career development which embodies both preservice and in-service components in the education of a professional.

Practically any discussion of teacher education these days tends to focus on that part of the subject which really needs the least attention. I refer to preservice education, the portion of a teacher's preparation which typically enables him to enter a classroom with a fresh bachelor's degree and teaching credentials. Many discussions of teacher preparation in this sense take the position that much is wrong with most attempts to prepare teachers and that teacher education begins and ends in the short span of four years or less. Such critics have lost sight of the fact that preservice preparation efforts have been constantly improving and that the mid-sixties finds new programs and a new breed of teachers being prepared in them.

It is probably not sufficient simply to make this statement; a few facts may help drive the idea home.

For example, by the end of 1964 there were only 35 state teachers colleges left in the United States as single-purpose institutions. From 1951-64, 116 teachers colleges became multipurpose general colleges or universities or disappeared through mergers. Out of the nearly 1,200 colleges and universities preparing teachers, 689 belong to the American Association of Colleges for Teacher Education (AACTE). Four hundred forty-three are accredited by the National Council for Accreditation of Teacher Education (NCATE). Roughly

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90 percent of America's teachers graduate from ACCTE affiliated institutions and 70 percent from NCATE accredited schools. Today, 32 percent of graduating seniors aim at teaching, and they come from broad-based and broad-purposed institutions.

All efforts to improve preservice programs within these colleges and universities are not known. We do know, however, that the first call for entries for the 1965 AACTE award for excellence in collegiate programs of teacher education found seventy-four institutions presenting program innovations for consideration. Here was evidence that institutions were ready and not loath to exhibit their creative endeavors to improve the preparation of teachers.

Such facts do not indicate that the problems of improving preservice programs are totally solved, but we can agree with T. M. Stinnett that, "typically, the new teacher is increasingly well educated, competent, and confident. He is relatively sophisticated and aggressive. He has a growing irritation with the image of himself as a scared hired hand or second-class civil servant."[1]

On the other hand, we do not find within or without the profession a similar concern for continuing education for teachers. Persons outside the teaching ranks are accustomed to the belief that once the first college degree is earned a person has a lifetime preparation for teaching. Within the profession we have discarded, in most instances, the lifetime teaching certificate. But this does not keep teachers from thinking that in-service education is principally the attaining of required and elective course credits to earn a certificate which can be kept perpetually in force through continued

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[1] Stinnett, T. M. "Teacher Education in Perspective." *Innovation in Teacher Education.* Evanston, Ill.: Northwestern University Press, 1965. p. 11.

teaching experience. In other words, the general climate of opinion among educators about continuing education for teachers is desultory, unimaginative, uninformed, and often negative.

The lack of attention to continuing education has perhaps been overstated, but the need for ideas and action for this component of teacher education is tremendous if we are to realize "a new concept of the career teacher." In the two years it has been at this task, TEPS has concentrated, first, on raising the issues inherent in the problem; second, on the transition from college to the elementary or secondary school classroom; and third, on emphasizing the bold changes necessary in current patterns and concepts of continuing education. This has been and is being accomplished through regional and national conferences which must result in local professional thought and action if the effort thus far expended is to be maintained and made worthwhile.

The goal of TEPS is (a) to insure that members of the teaching profession become more aware of their own need for learning, (b) to make the individual the focus in continuing education, and (c) to enable a concept of continuing education to prevail which is *not* something done *to* someone but rather something that the individual must constantly do for himself.

A brief review of the reasons for concern about continuing education is needed to help stimulate our thinking of what can be done to get from where we are to where we need to be. In an address to the 1963-64 Regional TEPS Conferences, Roy Edelfelt mentioned many reasons for taking a "hard look" at continuing education.[2] I shall repeat his points and add others in the list which follows.

One reason has already been alluded to. Simply stated, we have been placing so much emphasis on preservice education that we have neglected a corresponding emphasis on inservice education. To the evidence mentioned previously could be added the fact that we are moving toward a mandated fifth year of preparation for full entry into the teaching profession. Currently, nine states require five years of preparation for full certification at the high school level; California has this requirement for both secondary and elementary teachers. In 1951, only nineteen states required a bachelor's degree for the elementary teaching certificate. Today, forty-six states have reached this standard. While this has been going on, the percentage of teachers on emergency certificates has been cut in half. Clearly, a major job is being done at the preservice level.

Other reasons for the hard look are (a) the development of knowledge in many fields; (b) new insights into the nature and structure of knowledge; (c) application of the new technology to educational problems; (d) the accelerating trend toward school reorganization; (e) increased mobility of teachers, which requires more awareness of and sympathy toward different portions of our culture; (f) continuing research on teacher behavior in the classroom; (g) international developments and tension, which suggest that teachers need increased knowledge of and sensitivity to the international and intercultural scene.

The last point is of particular interest. Through cross-cultural and cross-national research, I have become convinced that much of the world is looking to U.S. educators for ideas and directions in teacher education. However, we and our counterparts overseas are busily engaged in promoting popular misconceptions of what we think the other's program is like and of the products obtained from it. We should, through empirical cross-national research, be obtaining more objective information about other educational systems and products. We could then develop, on an objective base line, better perspectives of our national efforts to educate children and teachers.

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[2] Edelfelt, Roy A. "The Conference Task." *Development of the Career Teacher: Professional Responsibility for Continuing Education.* Report of the 1963-64 Regional TEPS Conferences. Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1964. p. 11.

There are still further important reasons for concern about continuing education. There is a tremendous teacher drop-out problem in this country which has been and continues to be relatively ignored. Although 37.9 percent of all college students earning bachelor's degrees in 1964 were eligible for standard certificates, approximately one-fifth of those prepared for elementary teaching did not enter classrooms the following September. At the secondary level, the fraction was even larger: one-third of those prepared for high school teaching did not enter the profession.[3] It has been further claimed that over half of those who receive teaching certificates in June are not teaching two years later, and over half of those in their first year of teaching do not intend to be teaching five years later. These are expensive statistics with respect to the welfare of children, school districts and programs, and the nation, to say nothing of the loss suffered by young adults who prepare for a profession in which they do not practice. Any consideration of continuing education must involve some remedies to cure the teacher drop-out problem.

Another reason is the problem of proper teacher assignment and what has been happening in this respect since the end of World War II.

At the height of the teacher shortage in the 1950's, inadequate attention was paid to a teacher's preparation for the assignment offered. This was and still is especially true at the elementary level. Countless persons with widely varying qualifications have entered career teaching positions. As a result, there are people teaching with little or no college education, with a lack of college preparation focused on the teaching level attempted, or inadequate background in the field or subject taught. Large numbers of liberal arts graduates lacking employment opportunities in other occupations have offered themselves as candidates for elementary school teaching, although evidence is not available which indicates that having a B.A. degree provides an adequate grasp of the complex problems involved in teaching young children. Persons prepared for secondary school teaching in fields where supply exceeds demand have literally been dumped into elementary school classrooms where demand exceeds supply. Any discussion with public school supervisory personnel on this subject will convince anyone of the need for continuing education for persons who have been placed in teaching positions for which they are not qualified.

There is the continued problem of a proper relationship between educational theory and practice—the gap existing in the ways college professors view education and the ways elementary and secondary school personnel see it. Although the wall between the colleges and the schools is breaking down, the transition from college student to school teacher remains difficult. This problem usually takes the form of one educational institution blaming the other for teacher failures or lack of understanding to deal with various teacher-classroom problems. A serious consideration

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[3] National Education Association, Research Division. *Teacher Supply and Demand in Public Schools, 1965.* Washington, D. C.: the Association, 1965. p. 5.

of the college student-professional teacher is overdue.

The vast effort which has been made to improve teaching through various educational schemes and program manipulations which, in some instances, has resulted in not much improvement of anything is still another reason. I refer to the work which has been done in educational television, team teaching, programmed instruction, curriculum proposals of national study groups, language laboratories, homogeneous and heterogeneous groupings, shortcut teacher education programs, and similar activities.

Openshaw has asked, "What are the results of this mammoth and costly effort?" He points out that every comparison of results with which he is familiar "seems to emphasize one point over and over again—that students generally do about as well as a result of these new endeavors as did students in days past. They seldom do worse, but generally speaking, seldom better; and we must accept the fact that student learning is the reason for our existence."[4]

This is not to say that we should not consider new ideas and programs and utilize them when they are profitable. However, like Openshaw, I think all this effort has again emphasized the importance of the teacher and that you can change most anything and make less impact than you will if you do something to effect some change in a teacher.

Still another reason has to do with vast national effort and power structure in education, quite impersonal from the individual teacher standpoint, which is being felt increasingly by every person who calls himself an educator and labors in the teaching profession. This effort has several aspects.

First, the range of federal effort to influence education is exceedingly wide and tremendously powerful. We do not yet understand the present and future impact of the Elementary and Secondary Education Act, the Economic Opportunity Act, and the Higher Education Act of 1965. We have just begun to understand something of the federal force contained in the National Defense Education Act of 1958 and the previous work of the National Science Foundation in the field of science and mathematics education.

Education has suddenly reached a prominent place in ter[redacted]opular and political concern. Further, those who are now making national educational policies are persons who have not had long contact and tenure with public schools but are individuals with university, private foundation, and usually no professional education backgrounds. One may be sure that the persons now directing federal and foundational programs for education do not have stereotyped notions about continuing education but will stress innovations and bold ventures at every opportunity. We can only hope that the power attached to the vast sums of money to be distributed will be used wisely.

A second impersonal force which will definitely shape curriculum and teaching methods will be the involvement of large "systems development" and communications corporations in the field of educational classroom materials. Although not much attention has been paid to the acquisition of old-line textbook companies by these large corporations, it is interesting to note that such organizations as Litton Industries, Xerox, RCA, IBM, CBS, Raytheon, General Electric, and Time, Inc., are entering the educational materials market on a very large scale.

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[4] Openshaw, M. Karl. "General Session Addresses: Chicago." *Development of the Career Teacher: Professional Responsibility for Continuing Education.* Report of the 1963-64 Regional TEPS Conferences. Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1964. p. 42.

Why are these industrial giants interested in educational materials? The answer is in the fact that education is the second largest expenditure in our economy, after national defense, with $34 billion[5] being spent annually on approximately fifty million persons who are undergoing some form of education. These companies have the resources to fully research the educational marketplace, and they will not produce educational materials in the same forms which we have been used to. Rather, we can expect fully "packaged curricula" and "systems" in all subjects which will include a complete approach to the particular subject matter field at a particular educational level. What will be the impact of this effort on the world of the career teacher and teacher autonomy?

A third impersonal development which should be of concern to us as educators is the increasing competition the public school will face from other types of educational and quasi-school agencies. We can see the beginnings of such conflicts in some public school reactions to Head Start programs outside public school operations and the establishment of Job Corps Centers. Already a number of qualified teachers have left public school employment to go into higher paying positions with these agencies. Dedicated public educators will also need to consider the role of these new agencies with respect to the traditional role of the public school—to provide all formal education for children and youth.

A final reason for concern about the continuing education of teachers in the United States is that the problem is also international in scope. Any examination of international concerns about teachers will reveal this simple fact, but my involvement in a private international meeting of teacher educators from fourteen countries held in London brought the matter more personally and forcibly home. This meeting revealed points of concern similar to those which have been noted. For example, these teacher educators were concerned about the conversion of the teacher-training student into a professional in the field. They were concerned about ensuring the validity of the work being done in the training colleges by finding out more about the practices in the field of the "products" they had produced in their colleges. They were interested in more effective follow-up procedures. There was considerable concern about continuing education after formal teacher training was completed.

The concerns listed indicate that continuing education of teachers is tremendously important to the future of the education profession. This is especially true when educational policies are increasingly being made by persons outside the profession. At the risk of being labeled pessimistic, it is my impression that the professional's ability to remake the world of the career teacher is considerably less than it once was. Thus, two points seem particularly important in considering this fact.

First, we must better understand the possibilities for constructive efforts on the part of the teaching profession in continuing education by learning how to perceive, analyze, and hopefully, even control, into the best possible educational directions, the educational changes swarming in upon us.

Second, we need to determine what portion or aspect of continuing education is most important to us. Any attempt to try to do everything which needs to be done will result in an ineffective scatter-gun approach which will

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[5] "The Big Federal Move into Education." *Time*, 85:44-45; April 30, 1965.

lightly pepper some targets but not score any bull's-eyes.

Consideration of these two points will be my interpretation of the charge given to me—to suggest how we might get from where we are to the important new patterns and concepts in continuing education.

If I could really tell you how we could get from where we are to where we ought to be in the perception, analysis, and control of educational direction, I would likely be the most sought-after professional educator in all of these United States. But I recognize my limitations, and I do not have any better answers than others for our seeming inability to practice the professional autonomy we have long preached. However, I do not take the position that the power structure for policy making in public education is completely out of the professional's hands and that our only posture is to recognize this condition and cooperate accordingly. As long as some semblance of local control for public education exists, professional educators will continue to have considerable power professionally and politically.

Our problem is to learn how to use this power so that we don't spend all our time running scared from the many and enormous tasks which face us, remain silent when we should speak out indignantly about outrageous educational notions or conditions, or continually hop on every educational bandwagon that comes along simply because it seems to be the popular and expedient thing to do. We need to remember that we always have a voice and vote in national affairs and we must use them. We have all worked hard for the federal legislation which has been passed. We played an important role in helping Congress realize that an educational need long delayed and unfulfilled had to be met. We spent so much time on this effort and on assuming the posture of supplicant that we are now nearly overcome by the sudden affluence thrust upon us. What we have helped to create we can also help to modify, when necessary, and such efforts, if constructive, cannot be labeled as obstructionist.

Recognizing that we do have some power to modify our educational future, what, then, is the problem or condition which binds professionals to seeming roles of educational inactivity or even entrenched positions from which we do not want to move? The answer may be that teachers are members of organizations called school systems (and also of professional organizations), and these often behave in ways which obstruct the optimum performance of any part or all of the educational system. This phenomenon is known as goal displacement or the substitution of means for ends. Berelson and Steiner, in discussing social science research on organizations, state, "There is always a tendency for organizations (of a nonprofit character) to turn away, at least partially, from their original goals." They further state that this is "the most frequently noted pathological aspect of large-scale organization."[6]

The meaning of this phenomenon with respect to teachers and continuing education can be made quite clear. For example, why in the face of better schemes, patterns, and methods for the continuing development of teachers do we still continue to think that the principal means of growth and improvement after initial, standard certification is the taking of courses at some college for the accumulation of credits? Teachers, administrators, supervisors, and other school personnel uniformly declare that there is nothing magic about college credit accumulation in getting and keeping top-quality teachers in the classroom. Is teacher improvement equivalent to the obtaining of a master's or doctor's degree? We all know it is not. I know a man who has collected three master's degrees, which has not proved a thing to himself or to others about his teaching ability.

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[6] Berelson, Bernard, and Steiner, Gary A. *Human Behavior: An Inventory of Scientific Findings.* New York: Harcourt, Brace & World, 1964. p. 366.

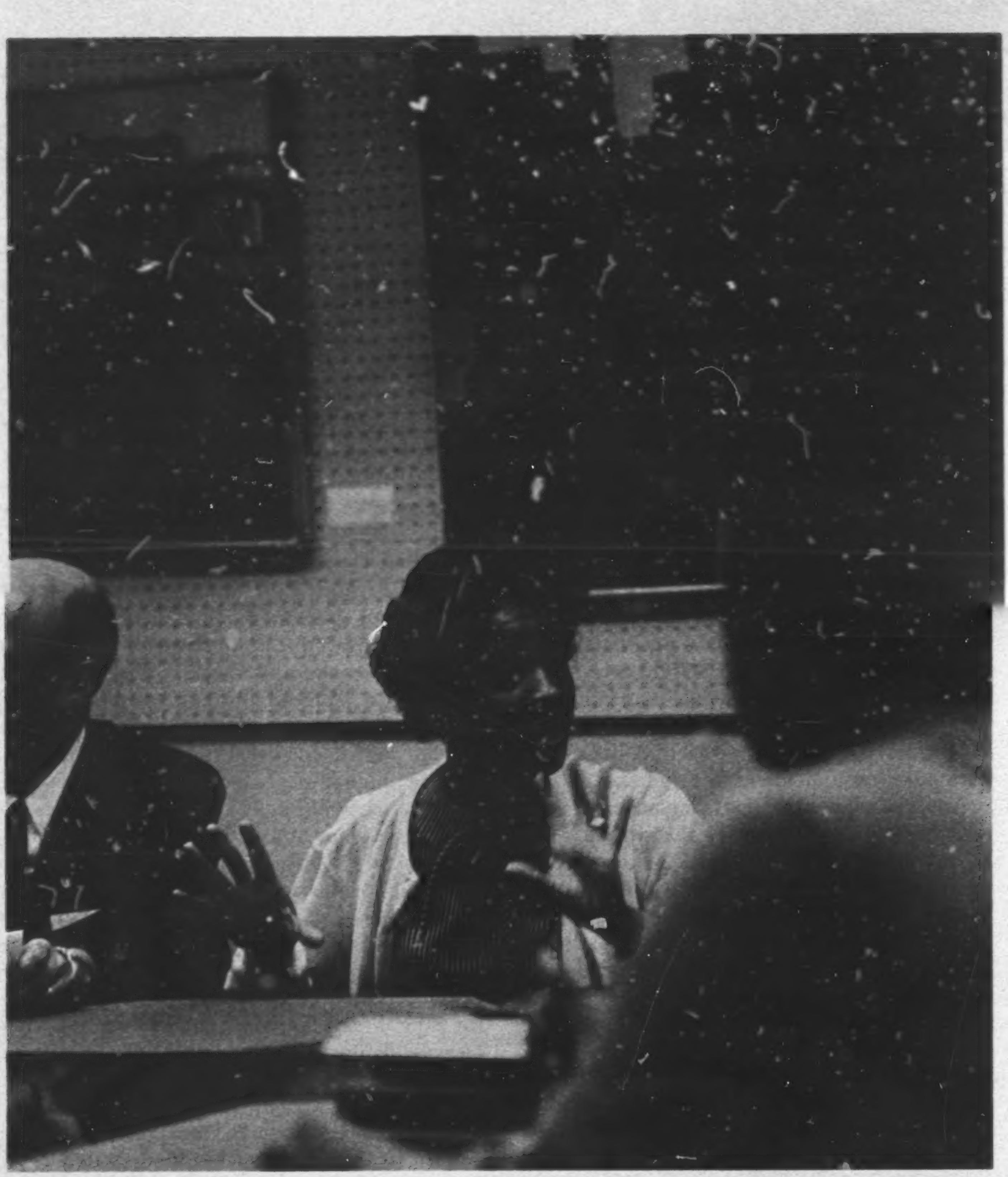
Why, then, do so many teachers flock to colleges for credit courses, and why are school systems that need in-service programs constantly interested in finding some means to attach college credit to them? The answer, minimally, is because salary schedules are tied to education (credit counting) as well as experience and, principally, because of goal displacement. Graduate programs designed originally for research and advanced study have been converted into vehicles for providing more knowledge and understanding of teaching, something which could probably be better provided for each teacher on the job, without benefit of college credit. If teachers and other professionals could focus on the goal of providing a better education for a particular group of children in a particular school through the improvement of the teacher working with those children, they would be free to innovate, create, and forget the practice of college credit accumulation to achieve this end.

Another example of goal displacement is our seemingly recent discovery that we have disadvantaged children and need to do something for them. It is quite obvious now to most school people that the same curriculum and teaching materials for an entire school district are not adequate for each school, grade, and child. Many, but not all, school districts are making some radical adjustments to care for the disadvantaged. What got in the way of this effort previously? Good teachers can answer that nothing did, as they struggled to meet each child on his own level with whatever resources they could lay their hands on. But many other teachers and administrators let such false impediments or excuses as courses of study, lack of materials, school regulations, school standards, and textbook buying policies stressing the adoption of one textbook series displace the goal of providing a meaningful education for disadvantaged children.

Professional educators laboring in organizations called school systems are still not free of goal displacement. They have to fight to rid themselves of inadequate means to achieve proper ends and the rationalizations which support such means. A change in the educational climate of all school systems is obviously needed, which demands, among other things, a new, bold brand of leadership from administrators.

One suggestion could be made in developing a strategy to change a school system's educational climate toward the promotion of educational improvements. We have often heard that the place to start something in continuing education is with the current needs of teachers. I suggest that we have neither the time nor the manpower available within or without individual school systems to concentrate on every possible type of in-service education based on the concept of meeting current needs. Rather, if we are to practice some autonomy, exert some leadership, and not leave educational planning totally to the nonprofessionals, we must spend some time on the problem of goal displacement. To do this will require thinking about the future of education in our school systems, not the present or the past. Ways will have to be found for school faculties to do such future thinking on school time and they must get away from their surroundings which always remind them of the present or, worse, the past.

We in the College of Education at the University of Toledo have found that two days



away from the campus for the entire faculty each year and special retreats for small groups engaged in thinking about special problems have worked wonders in stimulating thinking about the future. The College has become known as an innovator in the university organization, and this has been accomplished in an institution of higher learning where conservatism reaches its highest level.

All educators must spend some time each week and month developing ideas about our educational future rather than leaving the entire matter up to large corporations and other groups who will always have ready advice and programs available for us. We must heed John Gardner's White House Conference plea about innovation and creativity in educational thinking and not passively leave this activity to those outside the profession. The results of such thinking then can be translated into individual school systems' (as well as general professional) goals, proposals, and action programs which can be offered to and compete with those coming from nonprofessional sources.

This is not an idle generalization. All of us are being asked to develop proposals with respect to various titles of the Elementary and Secondary Education Act and the Economic Opportunity Act. These proposals can be concrete demonstrations of our ability to think creatively about education. As we so demonstrate, I would then hope that some of the time now being taken for this activity, with all of the necessary effort to read and judge proposals received, would be channeled into more direct and useful educational efforts. We seem to be entering a phase of spending more time on federal program proposal development and competition than we do on more necessary educational tasks. The manpower shortage in education cannot allow this misuse of professional time to continue indefinitely, but we presently have ourselves to blame for these procedures. Goal displacement has been with us too long.

The point was made previously that we must determine what portion of continuing education is the most important to us and then concentrate upon this selection. Each of us naturally has his own ideas about the aspect of continuing education that is most important. To me the most important portion is the teacher's first five years on the job (after obtaining preservice education and the first standard teaching certificate). I select five years because (a) research on teachers' rated effectiveness shows that it first increases rather rapidly with experience but levels off and does not increase further, appreciably, after five years; (b) preservice and in-service education must be made into one seamless garment; and (c) it *is* hard "to teach old dogs new tricks."

Time does not permit a detailed account of what could be done in five years of concentrated, continuing education, but a few general suggestions can be made.

First, urban development will continue within this century, and city colleges and universities have a responsibility to join with city and suburban school districts within the institution's urban area in operating teacher education programs of at least ten years' duration —five years of preservice education, including student teaching, and five years of in-service education, including internship. This would certainly solve some problems on the integration of theory and practice and would fit neatly, as Bush has explained,[7] into the theory behind the federal development of regional educational laboratories, research and development centers, and various other aspects of the Elementary and Secondary Education Act. Colleges and universities not located in urban areas would organize, in a similar fashion, teacher education programs with rural and small town school systems. In this process the business of adding college credits would cease after the earning of a master's degree and full standard certification. Any further earning of college credit would be commensurate only with changed occupational goals (other than teaching) or the achievement of research capability. Minimum national standards would be developed for the teacher education programs organized which would be enforced through the National Council for Accreditation of Teacher Education.

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[7] Bush, Robert N. "The Formative Years." *The Real World of the Beginning Teacher.* Report of the 1965 National TEPS Conference. Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1966. p. 10.

There is nothing new in this idea as it has been elaborated on by others, notably Bush.[8] Different variations of the plan could be developed by various college-public school teams. The best net result would be, in Bush's words, to put a stop to "the end runs by which anyone with any level of training can enter a career teaching position and become enmeshed in indefensible loads, misassignments, and other undesirable conditions. . . ."[9]

The above general plan would commit the school system to an intensive program of continuing education for all teachers during their first five years of service. It would involve a heavy use of supervisors from schools and college who would work together closely and with the teacher in a three-way team, utilizing every technique, technological development, and resource available for the continued improvement of the teacher

The results of such efforts would be a development of teacher competence not heretofore seen in this country. Most important would be the creation of a professional attitude which would stress pride in being a good teacher and not principally a concern for teacher welfare and doing the least to get by. Potential teachers admitted to and educated in a continuous program of teacher education over a ten-year period would have an understanding of and competency in teaching which would result in their becoming career teachers. We would have persons with built-in individual responsibility for their own development who would not run scared, remain silent, or be fair game for any bandwagon approach. Such persons would innovate, educationally speaking, but not just for the sake of innovation. They would have the competency to make educational decisions with the result of doing something for themselves and not having something done to them.

It will take less effort than one might think to realize such goals for continuing education. At least, the prospect is exciting and stimulating; at most, our chances are excellent and unlimited.

[8] Ibid., pp. 12-14.
[9] Ibid., p. 14.

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I have four messages to present, each describing a possible way to improve the in-service education of teachers. Each of these ways should help to remake the world of the career teacher.

I believe we can improve the in-service education of teachers by:

1. Making changes in the way we disseminate information to teachers through the mass-media channels of professional magazines and books.
2. Recognizing the key position of administrators, particularly principals, in the in-service education of teachers.
3. Bridging the gap between preservice and in-service education programs.
4. Opening up graduate school programs to meet the needs and interests of teachers.

1. *Disseminating Information to Teachers*

We realize that teachers are busy people. Robert Rath,[1] in a study completed at the University of Oregon, found that primary teachers put in an average of 43.9 hours of work a week, intermediate teachers put in 47.8 hours, junior high school teachers, 47.1 hours, and high school teachers, 51.1 hours. But teachers are people with family obligations and church and community interests, and they need some rest and relaxation just as anyone else does.

We must also be aware that in this age of knowledge explosion, there is much more that teachers should know about society, the learning process, boys and girls, and subject matter. They need to know more if they are to be effective teachers. After a good teacher is out of college from five to ten years, half of what he teaches was not taught to him when he was in college. Clark and Carriker,[2] writing in 1961, estimated that more will be learned about education between 1960 and 1970 than was learned

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[1] Rath, Robert R. *A Study of the Use of Teacher Time in Oregon Public Schools.* Bulletin of the Oregon School Study Council, March 1965. p. 22.

[2] Clark, David L., and Carriker, William R. "Educational Research and the Cooperative Research Program." *Phi Delta Kappan,* 42:226; March 1961.

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in the previous history of education in this country. A large part of this knowledge must be conveyed to teachers through the mass-media channels of professional magazines and books.

The problem we face is how to disseminate increasing amounts of information to teachers in the field in the most effective and efficient way. The messages must get across to the teachers with a minimum of time and effort on their part. Our present solutions to this problem are inadequate. Teachers do not receive information in such a form that they can assimilate it effectively. The information is poorly presented and poorly organized. Teachers cannot learn the needed information efficiently. They have to go to too many sources to get it; furthermore, these sources are not readily available.

If you have come to the conclusion that I take a dim view of most professional magazines and textbooks, I am beginning to get my message across.

I take a dim view because I feel that professional educators are woefully weak in the area of communication. Unfortunately, this is an area in which we should have great strength. To clarify my meaning of communication, I cite two definitions: Schramm[3] defines it as "an effort to establish a commonness with another person or group by sharing information, ideas, and attitudes." This implies two-way communication in which there is some feedback among individuals and groups. Albig[4] describes, I think, one-way communication as "the process of transmitting meaningful symbols between individuals." For the obvious reasons of time and distance, some one-way communication is necessary. This is the type

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[3] Schramm, Wilbur. *The Process and Effects of Mass Communications.* Urbana: University of Illinois Press, 1955. pp. 3-4.

[4] Albig, William. *Modern Public Opinion.* New York: McGraw-Hill Book Co., 1956. p. 33.

of communication we have with mass media—television, newspapers, magazines, and books.

I am critical of professional magazines and books because they do a poor job of one-way communication—"transmitting meaningful symbols between individuals." McCloskey[5] has given us a good description of one-way communication:

> *The Source.* Someone has information he wishes to communicate to others. He has an idea, some new research data, a theory, or an opinion.
>
> *"Encodes a Message."* He uses words or some other abstract symbols to "encode a message" he hopes "will get attention and be understood."
>
> *"And Transmits It."* He sends the message by means of a professional magazine, a book, or a newsletter.
>
> *"To Receivers Who Decode It."* Those who notice the message may read it and "interpret it in the context of their interests and attitudes."
>
> *"And Respond."* Those who read it may "respond with varying degrees of acceptance or rejection."

Good one-way communication means that the person who receives the message understands it as the sender intended. One-way communication is difficult because the receiver cannot raise questions and send back comments in order to clarify meaning.

Therefore, every step in the process must be strong. Unfortunately, there are some weak ones in it at present.

The first weakness, I think, is in the encoding of the message. People who write for professional sources seem to be unaware that they are writing for busy people who must get the message quickly and easily. Some of the mistakes made in writing messages are:

1. Writers in education often use technical language that confuses rather than conveys meaning. Maybe they want to sound scholarly. In some cases technical language is necessary, but in many cases it is not. I am disturbed that many educators are talking more about cognition and less about knowledge and learning. I am upset that educators discuss dichotomies and bifurcations rather than divisions and splits. I am ready to panic when one researcher questions the veridicality of another researcher's data. Teachers are busy people. Let us prepare messages that use technical and less familiar words only when necessary. Then teachers can get the message quickly.

2. Writers in education violate many of the guidelines of effective composition. They use useless words and phrases. They prefer one long sentence to two short ones. They write in the passive rather than the active voice. I am afraid this habit is spreading. During a football game I was watching on TV, the announcer said, "Both benches have been apprised that there are two minutes remaining in the contest." Why couldn't he have said, "The referee just gave the two-minute warning to both benches"?

3. Writers in education do not use enough direct sentences. The most effective sentence begins with a subject which is followed by a predicate. Many sentences in professional literature begin with a meaningless introductory clause. The predicate is closer to the end of the sentence than to the beginning. I counted twenty-three words preceding the predicate in one sen-

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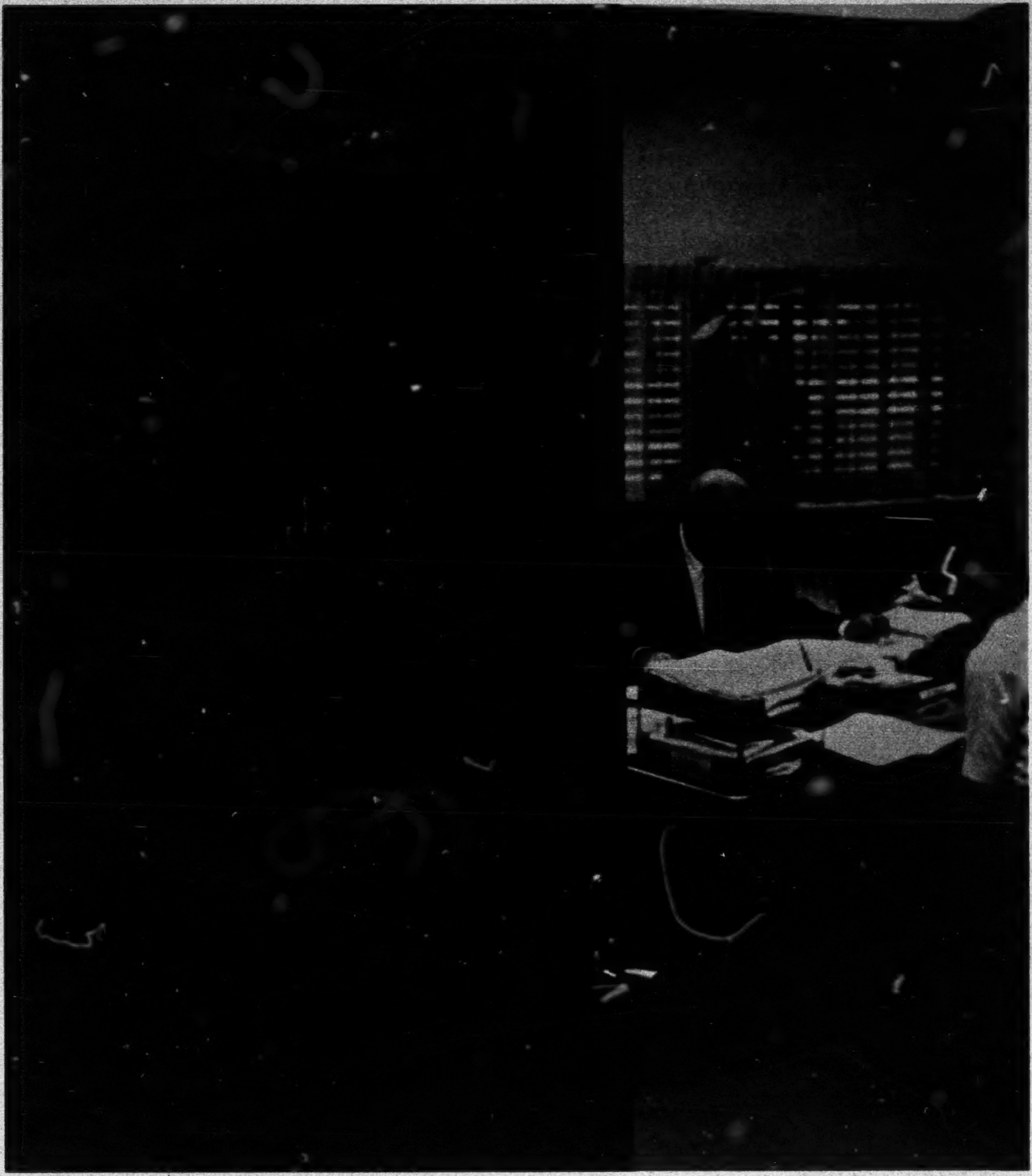
[5] McCloskey, Gordon. *Education and Public Understanding.* New York: Harper & Brothers, 1959. p. 62.



tence in a professional article. The reader should not have to wade through twenty-three words to find out what happens.

There are some weaknesses in our means of transmittal. Professional magazines are prepared something like this: Individuals send articles to the editor, voluntarily or on request. The editor compiles them, may do some correcting or editing, arranges them in some order, and has the articles printed in one issue. These articles may or may not be on the same topic. If they are, they say much in common. Each writer has a different style. As you read through the magazine, you have to adjust your reading to fit each succeeding writer. The teacher must search through too many sources and go over needless hurdles to get what he wants.

I propose that we in education change this situation. I suggest that each issue of a professional magazine have a single topic. Articles would not be published as received, although the contributors would be recognized for submitting them. The editor and his staff would read the articles submitted, identify the key points, organize them into some pattern, and then write the entire magazine. This would eliminate overlap and duplication and would enable the teacher to gain more information with less effort. The editor would receive messages from several sources, decode them into a meaningful form, and then encode and transmit them to the reader.

Professional magazine editors who work on college campuses might take some of their articles to a professor in the English or journalism department and have him read them for writing style, clarity, and precision.

If you have not received my message, or if you reject it, let me try another approach. Professor Philip H. Phenix, of Teachers College, Columbia University, in his book entitled *Education and the Common Good,*[6] distinguishes between education in a democratic society and education in a nondemocratic society. In the nondemocratic society, education is for the elite. The society restricts education to an elite based on money, family, or intellect. Education need not be shared. Knowledge is not common property available to all. The elite may communicate with each other in a jargon of their own so that the non-elites may be kept out.

In a democratic society, knowledge is for all. It must be available and easily accessible to all who wish it. It should be communicated, not in the language of the elite, but in the language of all the people. It should be so well presented that as many as possible can understand it and make use of it with a minimum of effort.

We in education fall far short of this goal.

Would not the world of the career teacher be far more profitable and enjoyable if we could change some of these roadblocks to professional growth? The career teacher needs new knowledge, new skills, and broader horizons. We make it so difficult for him to acquire them. He has to struggle and strain to reach these goals, even to a limited degree.

I have given you my ideas on how the teacher could reach these goals to a greater degree with less effort on his part. You, too, must have ideas on this.

2. *Role of Administrators in In-Service Education*

Teachers are exposed to knowledge and information through various in-service activities such as college courses and professional reading. Whether they learn, understand, and use this knowledge and information is something else. They probably will learn more and use more if they can interact with fellow faculty members through informal discussions, grade-level meetings, departmental meetings, or total faculty meetings.

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[6] New York: Harper & Brothers, 1961.

The principal must be involved if these interactions are to have lasting effect. Teachers will use what they learn if they can discuss it with the principal and other teachers and gain their support and encouragement. The indifferent principal or faculty quickly stifles the teacher who wishes to grow professionally. There is some evidence that principals should be involved if professional growth of teachers is to be realized. Morphet, Johns, and Reller[7] report that evidence indicates that program development involving persons of a single position, such as teachers or principals, is not as comprehensive or lasting as that involving people of various positions in the organization. This would indicate that the involvement of principals with teachers in professional growth activities is absolutely necessary. I suspect that the converse is also true, that principals and other administrators should not be involved in program development by themselves, that they, too, could use people from other levels in the organization, such as teachers.

In a good school system the principal is a key communicator. Good schools do not just happen. They become good because a strong principal provides leadership for his staff. If you want to get knowledge and information to teachers, get it to the principal as well. Nothing discourages an eager teacher so much as an uninformed principal. The principal is a key communicator, because messages will not get across in a school building unless the principal knows what they are, understands them, and is available to discuss them with the teachers.

One-way communication, as discussed earlier, has its limitations. Messages get across much better when there is two-way communication, using Schramm's definition of communication as "an effort to establish commonness with another person by sharing information, ideas, and attitudes." Teachers will learn more if they can share information, ideas, and attitudes with someone. The good principal sees to it that this sharing occurs. He is not merely a catalyst, he is part of the interaction.

Such leadership involves a very high level of responsibility for the principal. It demands more than the traditional principal can provide. He can no longer be just the manager and organizer of the educational enterprise, the harmonizer who keeps people happy. He must also be a scholar and a communicator. We no longer can trust the operation of a school to a man who never reads a book, who never grows professionally, and who cannot lead his staff to higher levels of performance. We no longer can leave the operation of a school to a man who is not articulate, who cannot, through speaking and writing, convey to teachers, parents, students, and the general public what the operation of a school is all about.

Gross and Herriott,[8] of Harvard, made an interesting study of what sort of person makes the best school principal. They found that such things as sex, marital status, experience in teaching or administration, length of service, or number of graduate courses were not too important in distinguishing good principals from poor ones, yet these factors are all too often taken into account in the selection of administrators. Gross and Herriott found that a good principal has the following qualities:

1. A high level of academic achievement in college.
2. A high degree of ability to get along with other people.

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[7] Morphet, Edgar; Johns, Roe L.; and Reller, Theodore. *Educational Administration.* Englewood Cliffs, N. J.: Prentice-Hall, 1959. pp. 91-92.

[8] Gross, Neal, and Herriott, Robert E. *Staff Leadership in Public Schools: A Sociological Inquiry.* New York: John Wiley and Sons, 1965.

3. A strong desire to serve.
4. A willingness to spend more time at the job than most people think is necessary.

These factors are all directly related to staff morale, the professional performance of teachers, and pupil learning.

The job of providing quality education for boys and girls gets more challenging and difficult each year. Everyone involved in the process of education must know more about the nature of our changing society and the demands that it places on the school. They must know more about how boys and girls learn. They must know and understand more about the growth and development of boys and girls. They must know more about the structure of the subject matter disciplines taught in our schools. There have been vast improvements in the preservice education of teachers. New teachers coming into school districts are much better qualified to cope with a challenging position than they ever were before. I wish I could say the same for the preservice education of school administrators. If the level of administrative performance five and ten years from now is not substantially higher than it is at present, public education in the United States may be in grave trouble. When the school principal could get by just being the organizer, manager, and harmonizer of the educational enterprise, we could tolerate nice guys who didn't know too much. However, public education now demands that the school administrators must be scholars, leaders, and communicators. This should indicate that the era of the nice guy who doesn't know too much is or should be about over. In the future, everyone involved in selecting administrators must first look for the scholar, the leader, and the communicator and then for the organizer, harmonizer, and manager.

All of us in public education have voiced our concern about the preservice and in-service education of teachers, and great progress has been made. Can we say the same about administrators' education? Are administrators a roadblock in the development of the career teacher? If so, what can be done?

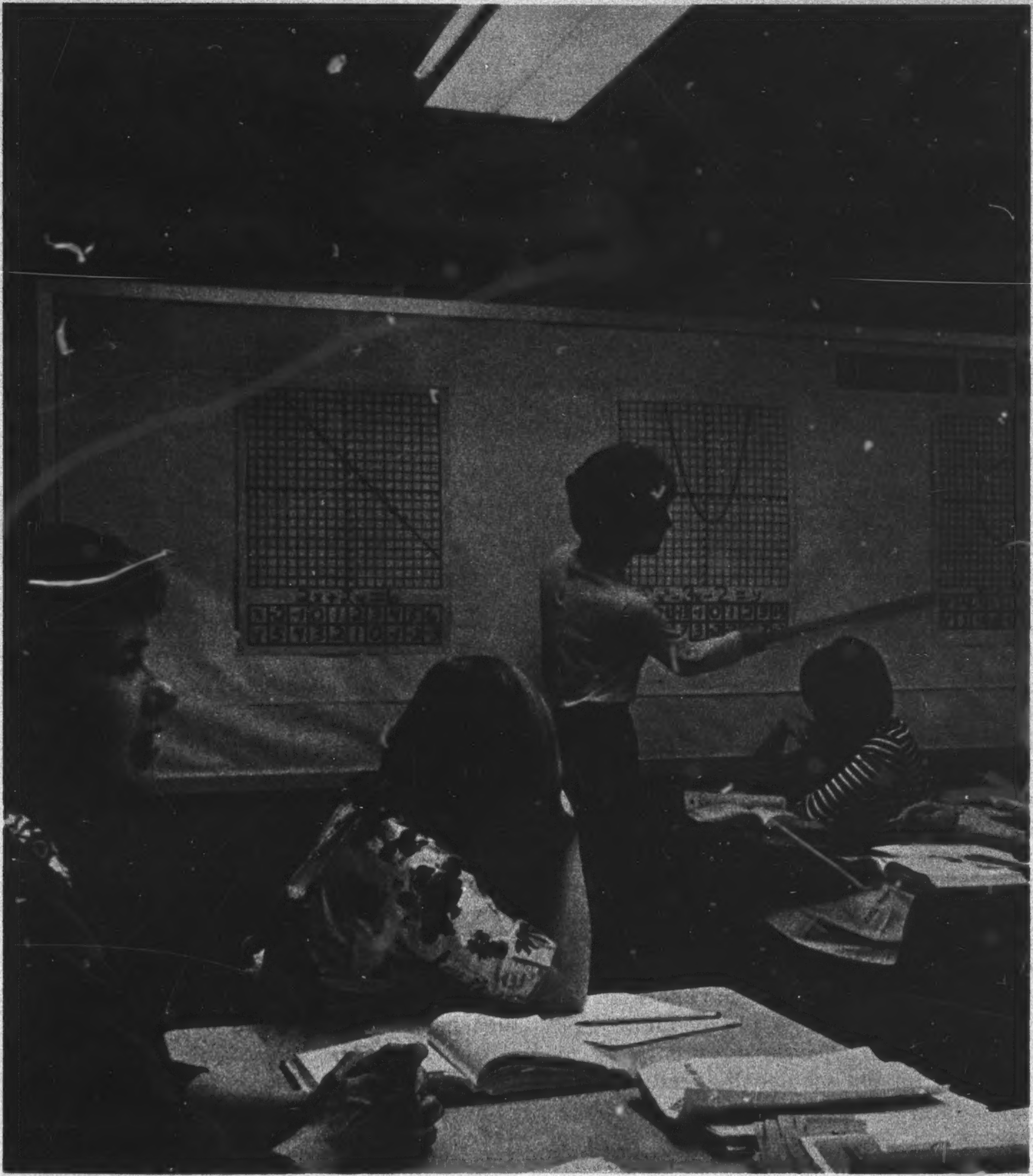
3. *Bridging the Gap Between Preservice and In-Service Education*

Dr. Mel Barnes, of Portland, in addressing a teacher education conference at Stanford University last year, said that the gulf between preservice and in-service levels of teacher education is easy to see but difficult to close. The college and the school district seem to be going their separate ways. Each level is aware of the problem, but in most cases, neither side attempts to do anything about it.

The only way to bridge the gap is to bring college people and school district people together. The school district must be aware of what the college has attempted to do, and its in-service program should pick up where the college program left off.

Actually, the ties should be closer than this; they should overlap. The school district and the college should begin by working far more closely together than they do now in assigning and supervising student teachers.

The assignment of student teachers in a school district should take many hours of the college supervisor's and district administrator's time. Not all experienced teachers should be assigned student teachers. The school district should be honest with the college and recommend as supervisors only those selected teachers who could serve as good models and examples to future teachers. These teachers should be outstanding in every dimension of teaching—knowledgeable about boys and girls, knowledgeable in their subject fields, professional in their behavior, and creative in their



teaching. The school should make every effort to see that the practice teacher feels as if he is a part of the school. This is best achieved by the warmth and friendliness shown by all faculty members in contact with practice teachers.

The college supervisor and the school person who supervises, usually the principal, should work closely together. Each should know what the other looks for in supervision. They should exchange ideas. In most school districts teachers get much supervision during their first three years of teaching. The plan of supervision during these first years might be developed by the principal with the advice of the college supervisor.

For the protection of the practice teacher and the beginning teacher, there must be a minimum number of supervisory visits. I would recommend at least six full-period visits and three to four conferences during student teaching and the same number during the first year of teaching. You may react by saying that no principal would supervise that much. But I believe they should spend more time providing instructional leadership and less time counting milk money and chasing dogs off the playground.

One promising arrangement to narrow the gap between pre- and in-service education is the clinical professorship. The Portland Schools are involved with Reed College and Portland State College in a plan of this type. The school district person has two appointments—one in the district and the other in the college. He is on two payrolls, has two offices, and teaches in two institutions. Dr. Barnes has described the purposes of the program as follows:

> It fosters continuity between preservice and in-service experience, trains supervising teachers, spotlights the interaction between the supervisor and the intern or student teacher, stresses the initial teaching experience as the golden opportunity for learning methodology, builds a corps of trained supervising teachers, and inevitably marries theory to practice. It is the best instrumentality we know to connect the school with the campus.

There is still another way the gap can be lessened. It is common for elementary and high school people to go on college staffs, but the process is seldom reversed. College people might serve part time in a school district or take a full-time position on a sabbatical. This might be far more profitable than writing a book or traveling to other countries and becoming expert in comparative education.

To bridge the gap between preservice and in-service education there must be increased contact and communication between school and college people. There are many ways this can be done. I have mentioned but a few. Let us suggest more. The gap is still there, and as long as it is there, the development of the career teacher will be hindered.

4. *Graduate Education*

I wish to raise the same question that John Sandberg, of Beaverton, raised with a group of deans of graduate schools of education at a recent conference in Portland. These men were quite surprised when Sandberg asked if graduate programs were more concerned with improving instruction in public schools or with meeting the demands of a graduate dean, a standards committee, or a graduate faculty. How do courses get included in a graduate program? Is the decision made on some rational basis? Do all the courses fit together into some pattern?

If graduate programs are really concerned with improving instruction, then they should be "opened up." Teachers, counselors, principals, and others should have some ideas on what they need to become more competent. If their desires fit the established mold or pattern of a graduate degree, there is no problem. But too often this is not the case. The required sequence cannot be "opened up" or adjusted to met the needs of individual professionals.

I am not certain that our salary schedules do justice to staff members. Most districts require a master's degree to move across the schedule. The teacher may select from alternate master's degree programs, none of which may do much to make him a better teacher. The pattern is fixed. Exceptions are few if any. There are also few if any electives. The teacher may be forced to study Comparative Education, School in American Life, and History of Education during the summer session and return in the fall to teach classes of culturally deprived boys and girls with severe handicaps in reading and other language skills.

Fortunately, this situation may be easing a little. Some graduate schools of education have a common-market arrangement: a graduate student may take a certain number of graduate credits from any of several cooperating institutions.

The Carnegie Foundation is financing a professional growth program with the Portland Public Schools that offers a solid opportunity for cooperation between schools and universities. This type of cooperation will allow teachers to take graduate credit courses that fit their needs and interests. Portland State College reviews every in-service course produced by the Portland Schools and approves or disapproves the course and its instructor as a number offering of the College. This is done for other departments as well as for the education department. The Portland Schools invite college people in as consultants to meet with groups of teachers and supervisors to determine the in-service needs of teachers. The committees have the final say; the college people merely advise. The committees determine the needs of teachers and plan the offerings to meet those needs. The outstanding feature of the program is that teachers are involved in formulating in-service programs that are meaningful to them, and they can also get college credit for most of the courses.

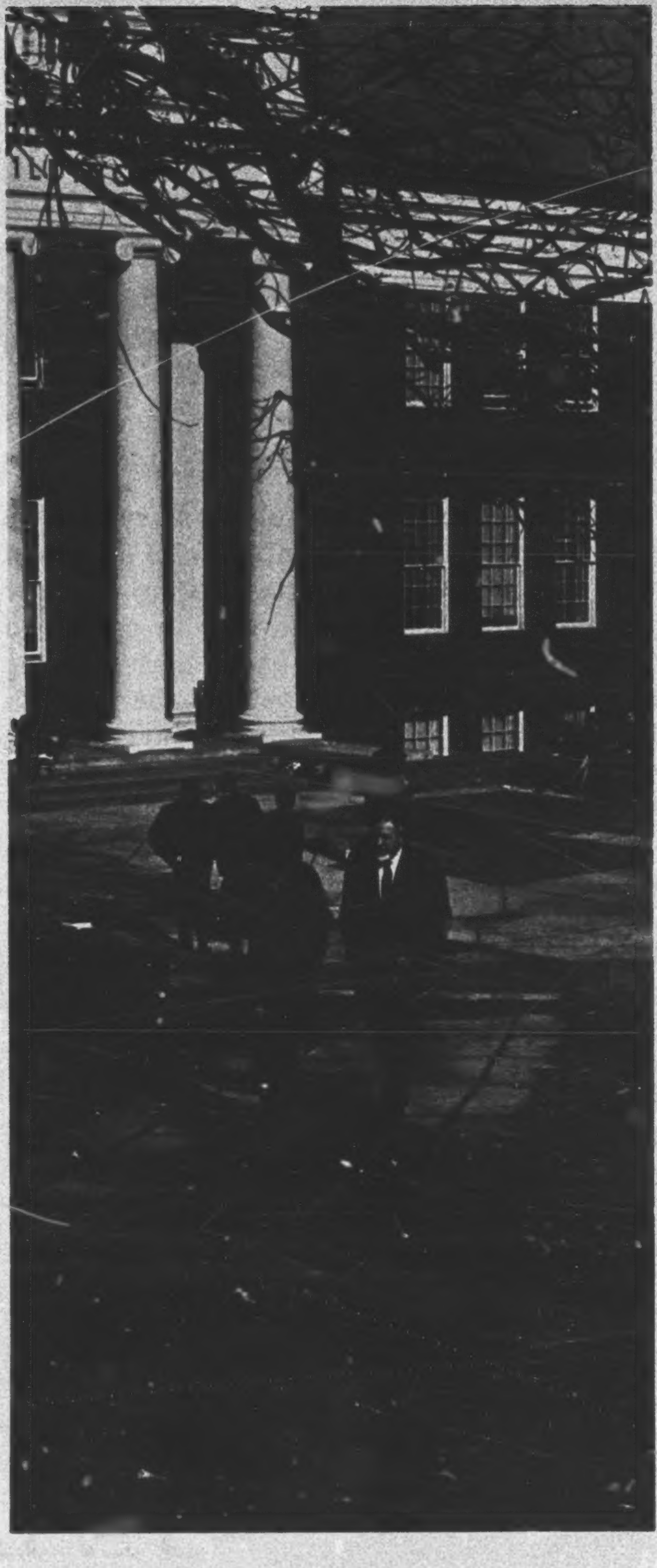
Earlier I mentioned the knowledge explosion. There is more to teach than can ever be taught. Attempting to "cover the course content" is no longer tenable in education. Good education demands the courage to exclude. Some of what is now an established part of graduate education might well be excluded to make room for something more beneficial to the professional educator.

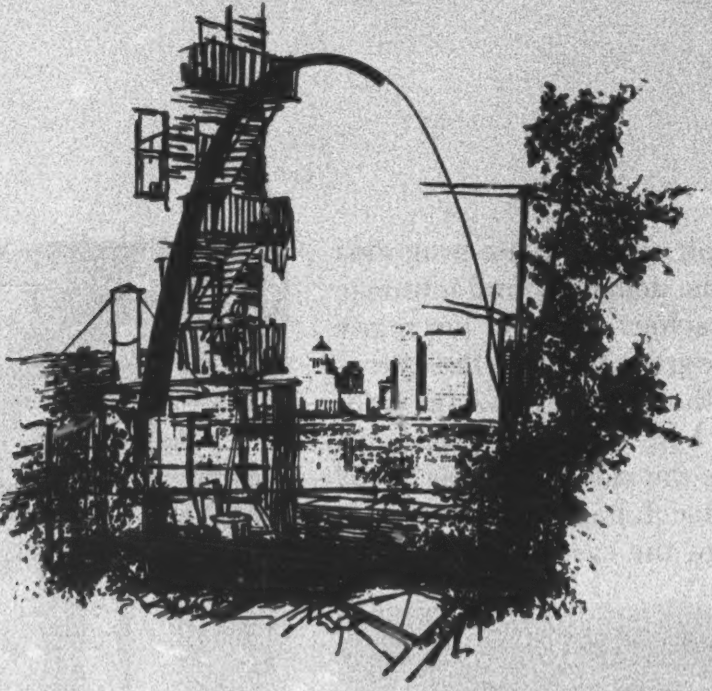
Many of you know what it takes to develop a career teacher. You have been through graduate programs, or maybe you teach them. Do these programs really help develop career teachers? If they do, is there room for improvement?

Questions

1. Is the career teacher getting what he needs from professional literature? What changes do we need to make in professional magazines and books?
2. Is the administrator a roadblock to the development of career teachers? How does he help the career teacher? How does he hinder the career teacher? What must be done to or with the administrator of today? What preparation does the administrator of tomorrow need?
3. How do we bridge the gap between preservice and in-service education? How do we get college and school district people to work together?

4. How do we "open up" graduate programs to meet the needs, demands, and interests of the career teacher? How do we relate the graduate program to what the career teacher does in the school? How did graduate programs help you? If you teach them, what does the career teacher need? Does what you teach have anything to do with the needs of the career teacher?





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One of the frustrations of our busy lives as teachers is that we frequently are so burdened with routine work and the meeting of daily problems that we have no time or energy to think beyond them. We know that teaching and learning can and should be better than they are, but we devote little time to reflecting upon the things we would like to have happen in our profession and in American education.

This is an unfortunate state of affairs whenever it occurs, for aspirations have a way of conditioning reality. Too often a lack of vision becomes a major force in perpetuating the problems we complain about. John Dewey, speaking of the power of an ideal in his classic essay, *A Common Faith*, reminded us that just as the aims and ideals which are generated through imagination change as they are applied to existent conditions, so the interaction between ideal and actual serves to modify existent conditions as well.

At this point in American history, however, our failure to project our idealized images of the future for teaching and the schools can be especially tragic. We live in an era when the awakened interest in education among legislators, government officials, businessmen, and the general public makes possible a level of financial and moral support for education beyond anything we have ever experienced. Clearly, society is relying heavily upon education to cope with some of its most basic and perplexing problems. Harold Taylor pointed out recently:

> The circumstances of contemporary American society are now making extreme demands that the educational system is not ready to meet—demands for an education of quality for those who have until now been deprived of it, demands for the reconstruction of society from top to bottom in order to bring the fruits of an expanding economy in a post-industrial era to all American citizens. The dimensions of the reconstruction reach from establishment of equality in economic and social opportunity to the enrich-

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ment of the cultural and esthetic life of all citizens.[1]

The amazing success of educational legislation in the last session of Congress shows the nation's interest in education. In such a period, can educators afford to be caught in the unfortunate position of being asked about plans for the future of our schools and responding, "We just don't know. We've been too busy to worry about the future"?

In a sense, such lack of preparedness for projection of goals can be understood. After all, most of us have lived through a long period when it seemed inevitable that even the most modest request for support of an educational program would be sharply scaled down if not entirely eliminated. Successive experiences with projecting plans only to have them emasculated through inadequate support could have easily ingrained in some of us a lack of interest in developing bold and imaginative plans for the future.

Today, however, the picture is different—dramatically different. A new awareness of the importance of education in the solution of some of our most urgent social and economic problems is growing. Some of us may even find ourselves in the incredible circumstance of being approached by our Congressman with the report that all the ideas we provided him last week have been funded, and now, what else do we have in mind? The change may entail some adjustment on our part, but let us not permit it to take too long, for the opportunity will not wait.

My point is that the present potential for educational improvement is tremendous. To realize that potential, however, educators must be prepared to think through their objectives, to clarify their goals, and to be imaginative and

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[1] Taylor, Harold. "The Need for Radical Reform." *Saturday Review* 48:92; November 20, 1965.

bold about new approaches to problems of teaching and learning which it may be possible to solve in this new climate of concern and support. Perhaps, therefore, the major purpose of this conference is to stimulate our thinking in order to clarify how we want education to develop and how we believe important educational problems should be treated. If we as professionals are not clear about priorities and directions of growth for the schools, we shall likely lose the opportunity of providing leadership to other elements in the community who may be eager to accept the role but will perhaps possess far poorer qualifications to do so.

Before turning to a discussion of some ideas about teaching and teacher preparation, I wish to identify five assumptions which underlie my point of view.

1. The role of education in America involves not simply the mirroring of social trends but in many instances the altering or at least encouraging of a more careful assessment of them. (As historian Henry Steele Commager put it, the school should not serve merely as a reflection of society but rather as a conscience for society.)
2. The task of the teacher is extremely complex and likely to become more so, despite the developments in new media, materials, and a broad range of supporting technical aids to instruction.
3. The concept of individual differences is important when applied to teachers as well as to children.
4. The growing demands upon education and the increasing complexity of the teacher's task make greater differentiation of the teacher's role inevitable and desirable if certain conditions are met.
5. New levels of cooperation between schools and colleges are essential in order to adequately prepare teachers to serve in such a setting.

Some of the following suggestions for change or new emphasis in teaching and teacher preparation that could bring about a better world for the career teacher and a better education for our children you may judge worthy of further exploration and others not. My purpose in sharing them is not to convince you of their merit but to stimulate the projection of other ideas. The thoughts tend to group themselves around four broad headings and are presented accordingly.

Developing a New Image of Teaching

1. *Greater recognition of the importance of dealing with ideas, concepts, basic principles, and methods of inquiry at every level of the school program.*

The phrase *to teach* means so many more things today than it ever meant before. It means, for example, more than "covering" a subject, as some were inclined to think about teaching in the past. For with the explosion of knowledge, no subject can be "covered" any more. The old problem of coverage is no longer a difficult one. It is impossible. There has been such a multiplication of knowledge in each field that it is now essential that we focus our concerns upon the basic principles, or as Philip Phenix calls them, "representative ideas," of each discipline. This is true of teaching at every level of the school program, primary through college.

The old notion that kindergarten and primary teachers were adequate to their task if they were possessed of good intentions, warm feelings toward children, and a sense of rhythm is completely inappropriate to the education of our time. Perhaps I have overstated the case somewhat, but I believe that too many of us were more inclined to focus on a motherly atti-

tude than on the obligation of the primary teacher to deal with ideas, concepts, and principles. Of course, this view was supported by the notion held by many that higher-level thinking could not be engaged in by young children, that the early years of school were primarily to be used for providing things to think about at a later maturity level. Contemporary studies in many subject fields as well as in the area of learning suggest that every teacher at every grade level has an important obligation to deal with ideas, concepts, principles, and modes of inquiry, and that the early childhood teacher need not restrict her efforts to developing simple skills and good discipline patterns in preparation for the time when ideas will be dealt with at an upper grade level. There is growing evidence to suggest that important ideas can and must be dealt with by children at a very early age.

2. *Helping prospective teachers to see the intellectual challenge of teaching as well as the human relations dimensions of the task.*

College personnel responsible for recruitment of students for teaching would do well to emphasize the intellectual challenge of teaching as well as its human relations facets.

Teaching today, as never before, is, or ought to be, idea-oriented at every level of the program. Yet, in too many colleges we have tended to emphasize the psychological, the human relations, the "love for kids" dimension. Obviously, this is extremely important but not to the exclusion of the intellectually stimulating, challenging aspect of teaching. The kinds of persons we want to enter teaching are individuals with ideas, persons who can help students see relationships, conflicts, and parallels among the problems and concepts that are associated with their studies. We need to attract more first-rate minds who are exciting, challenging individuals to work with, both as teachers and as professional colleagues. I am not talking about the detached scholar who wishes only to be left alone in order to pursue his own private inquiry but the alert mind who can handle ideas and wants to see them translated into action for the solution of human problems.

3. *Greater emphasis on the nature and quality of the general education received by teachers in light of their own major responsibility for general education at the elementary or secondary level.*

Elementary and secondary school teachers are fundamentally teachers of general education rather than preparers of specialists. Accordingly, we must emphasize the role of general education in teacher education far beyond the attention it currently receives. Colleges should seek to build general education programs that amount to more than a collection of discrete bits and pieces, more than a bland listing of introductory courses in a miscellany of fields. They need to provide more than a preoccupation with nomenclature, classification systems, technical vocabularies, or the manipulation of apparatus. Instead, they should be concerned with some of the fundamental concepts and basic ideas which underlie the various disciplines and should focus upon helping students determine whether these add up in any sense, that is, whether they relate to or reinforce one another, or whether, indeed, knowledge gained in the separate fields needs to be seen as entirely separate and perhaps quite in conflict.

4. *Achieving a more effective blending of general and professional studies rather than continuing the present trend toward complete separation.*

In an important sense, teacher education begins with the general education experience of the prospective teacher in his early years of college. If general education is to be a large part of his subject matter as an elementary or secondary school teacher, it is only logical to hold that the point where he begins his preparation for teaching is at the initiation of his general or liberal studies. The separation of general and professional studies may in some cases lose for general studies the strong job-oriented motivation which many students bring to their college studies in special areas. It may also prevent prospective teachers from considering their general studies in terms of possible applications of the ideas encountered to their work with children in an elementary or secondary classroom.

There is a growing belief that many of the basic ideas of every discipline can be dealt with at every level of the school program, though, to be sure, making use of quite different illustrations and vocabulary. Thus, prospective teachers might get a solid beginning for their career by seeing general studies as their specialty and by searching for applications to teaching as they pursue such studies rather than long afterward. Such applications, as well as consideration of the possible linkages or relationships among the broad fields of knowledge, might be encouraged through the development of a coordinating seminar staffed by representatives of the various disciplines involved in general studies as well as by education specialists.

5. *Providing early training experiences in the designing and conducting of instructional experiments and research rather than postponing them for advanced graduate study.*

Teaching has too often been viewed as a "paint by number" occupation, with little opportunity for creative ideas and experimental approaches. While never an accurate view of the profession, such an image is more than ever distorted today, for the dynamic and changing nature of our society and its educational system make it imperative that teachers see their role as students of the educative process rather than as technicians executing the conclusions reached by others. If this is true, why not introduce prospective teachers to a research approach to thinking about the problems of teaching and learning in their very early professional preparation experiences? Such an emphasis would be most consistent with the concept that preservice preparation is but a beginning and is probably best when deliberately designed to assist beginning teachers learn the most from early job experiences.

Greater Differentiation of Teacher Roles

6. *Application of the concept of individual differences to the preparation and assignment of teachers.*

The concept of individual differences has long been a favorite of teachers and teacher educators. While competent educators have long spoken of the need for individualizing education so as to fit the special interests and abilities and levels of readiness of particular pupils, the concept has only begun to gain a measure of success and acceptance in college academic circles and in the broader community. The current trend in this direction is indeed a significant and encouraging one.

To succeed, however, the idea must be accompanied by a recognition and utilization of the individual interests and competencies of teachers as well as pupils. Unfortunately, we have tended to focus nearly all our attention on the latter. College professors generally talk about individual differences in terms of what elementary and secondary school teachers

should do with their children and seldom ask what the concept means for the education of teachers.

Are teachers people, too? Are they individuals? Are there significant differences among teachers as to their interests and competencies? Should these variations be recognized and capitalized upon by school administrators? Does the complexity and many-faceted nature of modern teaching suggest that we should deliberately cultivate differences among teachers so that through the proper combination in an instructional staff we will end up with a balance of teaching resources but at a higher level because each person is working where his real talents lie?

Good education cannot possibly stem from a system which forces teachers to assume responsibility for directing learning in fields and through modes of instruction in which they have only marginal competence. Better answers are sure to be found when we explore in greater depth the formulation of instructional teams representing an appropriate balance of interests and talents around the total faculty of a school or subinstructional unit.

7. *The development of specialties in teachers at all grade levels.*

The growth of knowledge in each subject area makes the case for the recognition and development of specialties in teachers at all grade levels. The concept of teaching specialties is a relatively new one in the elementary grades. We have tended to view it as being relevant only to secondary schools. Yet, today we are moving dramatically and profitably in the direction of recognizing the contribution that can come from every teacher at every grade level having a specialty, an area of particular strength or competence.

The recognition and deliberate development of specialties in teachers at all grade levels might easily be interpreted by some as meaning greater support for the early compartmentalization of the curriculum into subjects. This is not my intention nor was it the intention of the National TEPS Conference study groups in New York that talked about this point. Their emphasis on specialties was seen as providing a wider range of resources within a school faculty in order to deploy instructional personnel in a more flexible rather than a less flexible fashion. The reasons cited to support specialties for teachers involved development of resources that could be utilized in the context of a total instructional team working within a school. Rather than subject specialties becoming bases for a narrow division of labor along subject lines, they could serve to make regular faculty members available to their colleagues as consultants in special areas of the curriculum, give leadership to curriculum projects in their special fields, provide files of instructional materials, and otherwise serve as resources to the instructional team.

But the concept of specialties for teachers should not be restricted to subject fields. Recent analyses of teaching identify many important roles that teachers play, including curriculum developer, evaluator, community relations worker, counselor, and many more. The concept might well provide for these specialties rather than assume, as we have tended to do, that such assignments must be restricted to full-time specialists removed from teaching and employed in central administrative offices.

Another dimension of teaching specialties may be found in the variations in methods of instruction that different teachers use and which different learning tasks require. Clearly, some individuals are better fitted than others for television teaching, for discussion group leadership, or for demonstrating processes or manipulating apparatus or materials. Some are especially suited for work with individual students in remedial or tutorial relationships, while others are much more effective in more formal, large group activities.

Rather than assuming that good teaching means only one approach or an ideal combination in one individual of a variety of approaches, perhaps we would be wiser to encourage the development of special strengths in these various dimensions and then link them together in school staffs or instructional teams.

8. *Recognition of the high level of instructional leadership which may be provided by able career teachers.*

The utilization of master teachers or outstanding career teachers as consultants, helping teachers, supervisors of student teachers and interns, and teacher educators working cooperatively with area colleges and universities is another promising development in the differentiation of teacher roles. Assigning able career teachers to supervisory or helping-teacher roles, particularly in relation to beginning teachers, can provide immediate on-the-scene help to new teachers in a way which neither central offices nor nearby colleges would find it possible to do. Thus, beginning teachers might be helped over the critical problems of getting started in a manner that would encourage them to remain in teaching and develop into first-rate career teachers themselves.

Under such a plan, outstanding career teachers can be recognized for their special qualities through variations in their assignment, provision of time for such duties during the regular school day, extra compensation, and status among their colleagues in terms of their influence and the quality of teaching in the school.

9. *Flexibility in the teacher's daily schedule is essential to the effective use of an instructional staff with a wide range of competencies.*

New and experienced teachers alike need flexibility to accomplish some of the objectives which are possible with an instructional team such as we have been discussing. They need time—time for planning, for continuing their education, for helping colleagues, for counseling students or student teachers, for designing projects, for developing materials. They need flexibility of time so that large enough blocks can be scheduled to complete a demonstration, to carry out a field trip, to plan with colleagues the correlation of studies, to visit other teachers in their classrooms and discuss their work with them, or to do a host of other things that a modern conception of teaching suggests. Not only more time is needed for some of these new dimensions of the teacher's role but time organized more flexibly. This is particularly a problem in the elementary school at present. The use of teaching teams, of block time scheduling, of paraprofessionals or other supporting staff to carry out some of the more routine dimensions of the classroom under the supervision of the regular teacher may all contribute to the flexibility that is necessary if we are to fully realize the benefits of the varying competencies of classroom teachers.

10. *More imaginative use of qualified, part-time personnel may allow for more effective use of career teachers.*

Too many school administrators are still disposed to feel that the fewer part-time personnel they employ the better off they are. Too many regular teachers view part-time associates as potential competitors for their jobs or as substandard emergency personnel. The realities of contemporary school life suggest that these viewpoints may be seriously in error. The statistics on the loss of young women to the profession because of marriage and childbirth are dramatic. In many cases half the young women prepared by a college for elementary teaching do not teach at all or perhaps do so for only a year before they begin raising a family. It is interesting to speculate on what some of these young women could contribute to school programs if we were able to find ways of using them. When their children are old enough to attend school, many of these women might be able to give half days of service to a teaching assignment. The additional resources in time, energy, and special competencies which such a group might add to school faculties could provide enough flexibility in staffing arrangements to enable full-time teachers to engage in planning, assume leadership roles in teacher education functions, and carry out some other promising activities.

Some kinds of specialties we might wish were represented on our school faculty are difficult to include because they do not represent a full-time need or round out neatly as a half-time need linked with some other specialty. Such specialties might be added through the use of qualified part-time personnel, thus providing for flexibility of scheduling to permit more effective use of regular staff.

Still another advantage to the use of part-time personnel is that many of them would retain an interest in teaching and keep up with recent developments, making them likely candidates for full-time work when their families were grown without the necessity of a full-scale re-education.

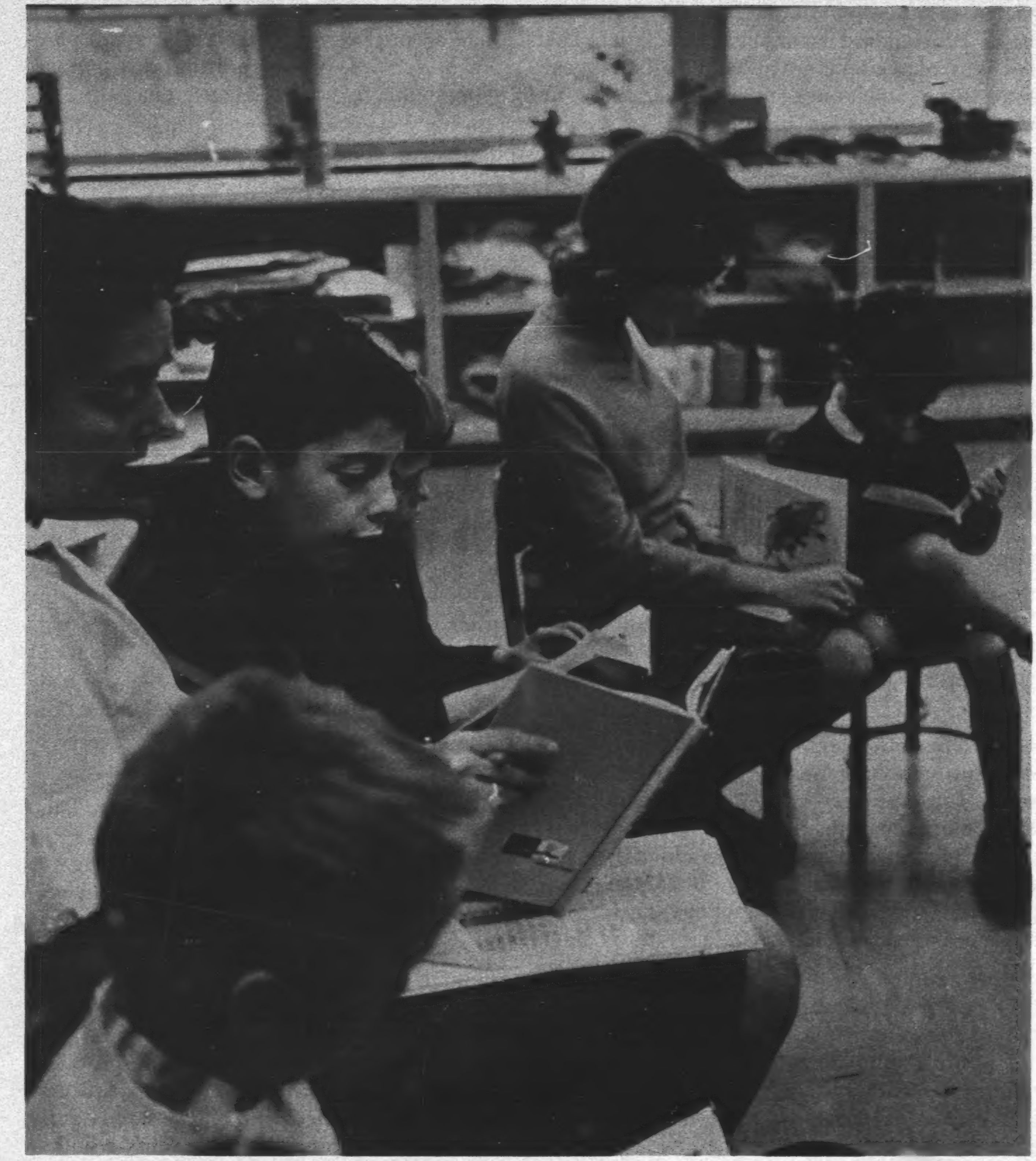
11. *Encourage colleges and universities to develop programs designed to prepare paraprofessionals or supporting instructional personnel as well as regular teachers.*

Better use of able career teachers will be possible in many school systems if colleges facilitate the employment of supporting personnel to work under the direction of career teachers by developing programs for paraprofessionals. Sometimes school systems are forced to employ partially trained personnel on temporary licenses because regular qualified teachers are not available. If, instead, school systems could spread the influence of their able career teachers by using them in leadership roles with teams combining qualified part-time teachers and trained paraprofessionals, the result might be improved education for most children in the community. Presently, however, few institutions have seen such a task as worthy of their attention. Continuing analyses of the nature of teaching and the varied roles played by modern teachers may speed them in this direction. Such programs will enable us to enrich and enhance the truly professional dimensions of the duties and preparation of the career teacher.

Increased School-College Cooperation

12. *View the preparation of teachers as a long-term, unitary process, beginning with the preservice college program, continuing in a planned, formal program of in-service education, and extending into a career-long program of continuing education.*

Schools and colleges need to accept the concept of teacher education as directly involving both agencies in a carefully coordinated plan which is thought of in unitary terms even though a division of function is subsequently established. To expect new teachers to be fully prepared in any preservice program, whether



of four years' duration, five, or even more, is naïve, considering the demands and complexities of modern education. To assume, on the other hand, that teachers can be adequately prepared through a return to the old-fashioned apprentice system, linked in the past to crafts rather than professions, is an equally serious mistake. There remains no practical alternative to the full involvement of both school systems and colleges in the education of teachers.

13. *Seek to establish the broad outlines of a common professional core for preservice teacher education in order to provide a stable foundation for in-service programs.*

The geographic mobility of American teachers will frustrate efforts to view preservice and in-service facets of teacher preparation in some logical relationship to one another if we are unable to achieve greater consensus on the nature of the preservice program. If formal teacher preparation is not complete at the end of the college program, unless we can count upon certain foundational studies having been included in the college phase, we will find ourselves in the position of having to start at the beginning in in-service education. This would be so wasteful and repetitive for some that it would likely result in the eventual abandonment of preservice professional studies altogether—a tragic mistake, in my judgment.

Agreement on basic objectives and broad outlines for professional education need not result in narrow conformity and standardization of programs. Within such a framework there is almost infinite room for variation of content and method to fit the needs and resources peculiar to a particular institution and its setting.

14. *Recognize that different stages of theory and practice in teacher preparation necessitate special program emphases and different levels of responsibility by school and college personnel, although within a general framework of cooperation.*

An analysis of the task of preparing teachers points to both theoretical and practical or applied dimensions. It would seem essential that we provide for a better linking of these dimensions than is true at present. We have suffered too long with the tensions that stem from college personnel talking in largely theoretical terms and speaking derogatorily about practice in schools and classrooms of the community while school people are advising student or beginning teachers, "Forget all that nonsense you learned in college. This is the real world of teaching!" Teacher education programs must relate theory and practice in a much more meaningful way than they have so far.

Though many people will disagree, I believe that criticism of college teacher education programs as being too theoretical is completely wrong. On the contrary, I believe they have not been *sufficiently* theoretical. Too often they have failed to recognize the things they can do uniquely well, the talents that their faculties possess in relation to the talents and special skills possessed by people in the schools.

The people most knowledgeable about the techniques, procedures, and materials of instruction are those who are working with children in the classroom every day. We should recognize this and reserve that dimension of teacher education for them rather than force college professors who may have been away from classrooms for fifteen years to act as if they were current about such applied matters. The college staff has other vital contributions to make. I believe these to be associated with foundational studies and basic analyses that grow out of the disciplines and are aimed at helping the beginning teacher approach his job of teaching with a conceptual framework. Such a framework should include a network of understanding of psychology, anthropology, sociology, the nature of education, the nature of teaching, and human nature that will help a new teacher approach his job with a point of view or a collection of points of view that will help him assess and evaluate his subsequent experience. College programs should use specifics about teaching, to be sure, but they should be selected as good illustrations of basic principles about teaching rather than because of their inherent importance. Emphasis should be upon what could be, upon the long-range goals, rather than upon "instant success." Too many programs are focused upon what can be done to make the teacher look best in his first day on the job rather than what he will need to know to develop into an able career teacher.

15. *Provision for brief preservice courses in "survival techniques" designed to help the beginning teacher through the routines of his new job while he gains a firmer grasp of specific skills in a structured in-service education program.*

Obviously, some specific know-how is essential if a new teacher is to survive his first year on the job. "Survival techniques" include knowledge of the routines of discipline, of record keeping, of a number of other management aspects of teaching that will help the beginner get over those humps. Clearly, we have to do some of this at the preservice college level. But I would hope that we would see this latter focus compressed in time. The techniques of programmed learning might well be applied to a study of these specific routines in order to save time for other matters. It would perhaps be desirable to relate such preparation quite specifically to the school system in which the student was to be employed the next year. If such a program were scheduled for late in the final college year, one might very easily gear it to the system of organization, the curriculum, the record system, and other elements appropriate to the community in which the student would be teaching next year rather than discuss these matters in general, global terms.

16. *Focus in-service education upon the enrichment with specifics of the theoretical foundation outlines of teaching provided in the preservice program.*

School systems must be prepared to accept responsibility for the task of systematically filling out the theoretical outline of professional study begun in the preservice program. This is the point where work should be done to "put meat on the bones" of the outline of understanding teaching begun at the preservice level. Sustained and systematic effort will be needed to develop skill and familiarity with the techniques, methods, and materials appropriate to a qualified professional teaching performance. This is the appropriate time for such an applied emphasis. New teachers will need such help and they will be able to get it from experienced colleagues who have been allocated time to serve as consultants and helping teachers.

17. *Recognize more realistically the importance of student teaching and internship experiences in teacher education by providing for the purchase of from one quarter to one half the time of outstanding career teachers to serve on joint appointment as supervisors of these experiences.*

All our studies affirm the importance of student teaching and internship experiences. Yet we continue to limit the effectiveness of the job the classroom cooperating teacher can do by making the assignment one which is over and above a regular teaching load. If, instead, we could arrange for colleges to purchase a portion of the time of skilled career teachers to carry on such duties as part of a regular job but on the staffs of both the school system and the college, we could provide the time necessary for observation, for conferring and planning, for in-service education of the cooperating teacher in supervisory techniques, and for many other things that we associate with effective laboratory experiences. With the income received from the colleges for the time purchases of such personnel, school systems would be able to hire additional staff, perhaps of the part-time qualified teacher variety, to cover the assignments left open by the teachers selected for this important role in teacher education.

Such a plan would also suggest that full-time college personnel in professional education could place more emphasis in their own duties upon the training of supervising teachers for such assignments and less upon day-to-day direct contact with student teachers and interns. Such a plan would be especially helpful in a period when college personnel with advanced degrees and appropriate experience are in extremely short supply.

18. *Establishment of centers for the study of educational problems and the demonstration of promising instructional practices which are jointly funded and staffed by school systems and colleges in a region.*

The gap between theory and practice in education needs narrowing, as we observed earlier. The research done by colleges on the problems of teaching needs to be carried on in settings which are as close as possible to the real problems they seek to deal with. The practice of many school systems needs the stimulation that comes from a climate of experimentation and trial. Thus, schools and colleges would appear to need each other desperately in the realm of laboratory settings for the study of instructional concerns. It is surprising we have waited so long to achieve such cooperative ties.

Conclusion

Much more needs to be said on the subject, especially about help for the beginning teacher, but time does not permit it. More realistic expectations for the beginning teacher, supervision and help from career teacher colleagues, the concept of the pretenure teacher as a substitute for the preservice teacher, building a reality base for the beginning teacher, hiring new teachers as part of an instructional team —each of these ideas has implications for the career teacher as well as the beginner.

I conclude as I began by reminding you that these are exciting and critically important times for education in America. As teachers and teacher educators, we must assume leadership in the development of imaginative, creative suggestions for the improvement of teaching or we will lose the opportunity to guide the future of our profession.

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This paper begins at the edge of triteness—with the everyday assertion that our school world is being radically remade. That is where the action is. Neither our indifference nor our opposition will seriously alter the remaking. That is the shape of it.

The impolite question remains, Will teachers have a piece of the action?

Will teachers have a career world partly of their own making? That is what this paper is about. My concerns are with the political requirements of the question. You do not remake the teacher's world unless you are intelligent about leverage points and their use when policy is being determined for the schools. This paper attempts to place the career question in political perspective.

In preparing to confront you, I found myself making three false starts. Each time I extricated myself and cursed the time lost. What follows immediately is a biography of those false starts.

Another way of putting it is that there are at least three snares lurking in the stated theme for this conference. The first has to do with the difference between male and female. That is, I have come to regard the conference title as a robust, male pose, stuck in a notoriously female world.

The second snare I have labeled the Utopian Preoccupation. The Utopian Preoccupation is a passion for indulging in conjecture about the good world nice teachers deserve.

A third false start was made by playing the game of concocting grand schemes for realigning the school staff and their instructional tasks. It is easy to be persuaded of one's creative power by playing paper games of realigning teachers and their tasks in novel ways while believing you have developed job satisfaction and superordinate status with the scribble of a pencil.

My comments on each of these false starts will be useful, though perhaps not altogether in good taste. We are in a pretty pickle if the

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commentary impresses you only as mildly audacious, titillating but without use or importance.

Ladies or Gentlemen

"Remaking the World of the Career Teacher" is noticeably a roll-up-the-sleeves, spit-on-the-hands kind of theme. It conveys the properly assertive, potent, and aggressive stance of men making worlds. What is striking, of course, is the contrast it provides to the organizational response characteristic of teachers. Our political hallmark is femininity. Most typically we engage in gentle strategies of patient accommodation, forebearance rather than risk, and faith that virtue will be rewarded.

I am told that the education division of one of the California state colleges not long ago undertook a voluntary increased teaching load as a gesture of support and faith in the good intentions of their president and chancellor, who were grappling with budget problems. The argument supporting the gesture was that the administrators were men of goodwill in need of faculty support and would return that support in the next budget session. After all, no one would knowingly deprive virtuous people of their just reward. The administrative response was both predictable and eminently sensible — the president and chancellor renewed the sacrificial teaching load for a second year and thereby held the line on the division's budget.

Much of our political behavior is predicated on this feminine mode of dealing with one's circumstance. In town and district, in state and nation, we base our political effort on the plaintive query: How can you deny the modest requests of such obviously attractive and deserving people? Now, I mean not to be merely caustic. But it is fundamental to our conference work to recognize that the theme suggests a

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stance contrary to the historic character of the profession. That theme is not ill-advised. It is useful. But useful only if it is tested against the real world of teachers. In that world there are strong patterns of passive behavior and strong motives for security which will thwart any plans for a sharp change in the career pattern for teachers. We cannot afford to pretend otherwise.

All institutions have built-in mechanisms to sustain themselves. Schools are no exception. The first order of business for any institution is to ensure its own continuance. But beyond this, teaching seems to attract people with little propensity for change and risk. In short, we man an essentially conservative institution with people who prize personal security and passivity over assertiveness and aggressiveness. That is the nature of our double bind in remaking the career world of the teacher.

Security is an overriding motive for entering classroom teaching. You know it to be so among your many undergraduates when, as they typically do, they refer to a teaching credential as insurance.

Housewives and service personnel on early retirement are the second main source of teachers. But women who choose early marriage and family and men who at twenty settle for a guaranteed $250 a month by age forty do not strike me as persuasive candidates for membership in a profession that seeks the political muscle required to define its own world.

Remaking worlds requires exertion, risk-taking aggression. Those requirements are not easily met. They will not be wished into existence, nor will strong resolve create them. Any work we do here must recognize the male demands of that task and the fact of a feminine political style.

A Good World for Nice Teachers

Teaching is a moral enterprise. That is obvious to us all. We are well aware that we intervene in the lives of children to do good by them. It is not surprising, therefore, that the great passion of our literature and research is for the "good" or "ought" conditions of teaching. We are preoccupied with generating study upon study of "The Good Teacher," "Good Reading Practices," "Good Discipline Techniques," and so on. A concern for the everyday circumstance of ordinary teachers is muted. What is the nature of that circumstance, and what difference does it make to the students and the teachers who live it.

Perhaps anyone engaged in a moral enterprise risks blinders of this sort. Ministers do not write tracts about the social and economic status of membership in one church relative to another. Rather, their prime attention is given to the "ought" condition—what church membership ought to mean to the individual who attends.

Now, our theme harbors this snare: it allows us great opportunity to engage in rhetoric about the "ought" condition. There is one sure way to get no work done in the next two days but nonetheless to feel satisfied that we have been involved in a significant enterprise. We all could jump into the happy competition of persuading fellow conferees that one utopian view of career teaching is more deserving than another. My talk and yours could ring with moral fervor. Concern for the "ought" condition could be prime. And we would do little work of any consequence.

My concerns will be contrary ones. I am interested in a more dispassionate view of teaching. I have a preference for efforts to describe what people are now experiencing in teaching and what the consequences of that might be. I prefer this over the equally hard work of conceptualizing what should be the proper career for teachers.

Paper Play

One could pursue this topic by inventing a great number of refinements, realignments, and inventions in the use of personnel for the schools. An example would be inventive play with the notion of various aides, assistants, and ancillary staff for individual teachers or teams of teachers. One could array several sets of designs and personnel arrangements to demonstrate the remade world of the career teacher. Useful though this might be, it has one noticeable flaw. The paper posts will still be manned by very human human beings. It assumes that the problems of career teaching are separate from the old mossy problems of (a) why people choose to become teachers and not something else, (b) what is done to prepare for teaching, and (c) how novices are inducted into the obligations of classroom instruction. One does not remake a career world only by securing altered staff arrangements and new divisions of work. Those new work stations are created for people who choose to teach for contingency reasons: they are teachers because their husbands might die or they hear that boredom nags the 40-year-old housewife. Teaching teams do not negate the fact that teachers are often prepared in inadequate and conflicting ways or the fact that their induction into teaching was marked by severe stress, isolation from colleagues, and unrealistic competence demands.

In the central work of this paper, which follows, there is an explicit premise and belief: If a career world is to be remade, career teachers will do it, not someone else. But this work can make use of outside opinion about just what change can be levered into the profession and how that levering might be done.

I give attention first to what might be done with respect to conditions of employment, then to the conditions of entry to teaching and what might be done there in concerted political action by teachers.

Conditions of Employment

Textbooks

The school textbook is still the wheelhorse of the instructional day. And insofar as the character of a textbook affects the quality and scope of professional services, the nature of that textbook is a negotiable item for teachers who would have career status.

If school textbooks are bland and teachers are willing to endure them, or worse, are willing to participate in their myths and evasions, then the fact of that willingness says something about our identity. It speaks to the public and to the teacher about what he is willing to be.

Consider this: James Baldwin asserts, "What is upsetting the country is a sense of its own identity. If, for example, one managed to change the curriculum in all the schools so that Negroes learned more about themselves and their real contributions to this culture, you would be liberating not only Negroes, you'd be liberating white people who know nothing about their own history. . . . What passes for identity in America is a series of myths about one's heroic ancestors."[1]

Consider this: The textbooks of California manage to avoid practically all of the following:

1854—The State Supreme Court interpreted existing legislation to specifically exclude the testimony of Orientals.

1870—Anti-Chinese ordinances were passed in cities throughout California.

1879—Article XIX of California's second constitution, ratified by popular vote, contained provisions for ghettoizing the Chinese, denying them state or municipal employment or employment in any corporation.

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[1] Baldwin, James. "A Talk To Teachers." *Saturday Review* 46:44; December 21, 1963.

1882—The first federal exclusion acts were adopted.

1905—Japanese school children were segregated in San Francisco.

1920—A constitutional amendment denied Orientals ownership of land in California.

Consider this: A book titled *The Negro Cowboys* concludes that in three decades following the Civil War, more than five thousand Negro cowboys rode north out of Texas on trail drives.[2]

Consider this: Ray Allen Billington writes, "If text writers on both sides of the Atlantic can be charged with foisting disproven myths on their readers, they also stand indicted for manipulating facts in a manner designed—consciously or unconsciously—to glorify their own nations at the expense of others."[3]

Considering these and other observations, I have come to formulate what I call the four cardinal principles of textbook writing:

1. *Know the uses of time and space.* Grab the biggest wedge of space and the greatest slice of time possible. This puts you in the happy position of having to cut and discard vigorously if you hope to make the huge lump digestible.
2. *Know the uses of anonymity.* Certain people must be singled out for nontreatment —all of the non-Northern Europeans. If mentioning is unavoidable, then dehumanize them. Call them Indian guides, slaves, immigrants, factory hands. Make them appear and disappear in a manner to suggest lack of texture to their lives.
3. *Know where the true and the good must always be found*—exactly halfway between any two contentions. With a little ingenuity any issue can be artificially balanced.
4. *Know the uses of pretty history.* Commit yourself to the theme of continuous, harmonious progress. Apply pancake makeup to the face of history so that the blemishes will not show, and maybe not even the warts![4]

What relevance do these observations have for the career world of teaching? Remember my premise: It's your work to do, but I can offer guesses about where the work might usefully begin. My judgment tells me to begin in the classroom with the textbooks at the teacher's hand.

I have two warnings on how we absolve ourselves of concern about the materials with which we are supposed to render professional service.

Textbooks are frequently described as offending to no one. This charge carries the obvious implication of blame. Textbooks are as they are because of the mercenary self-interest of publishers and most especially because of their willingness to cater to the sensitivities of special-interest groups. This is the devil hypothesis with which we comfort ourselves in our attitude of passive endurance. It constitutes an exercise in self-deception.

Sure, publishers can be pressured. There's nothing wrong with that fact unless we use it as an excuse for inaction on our part. But no publishing house will succumb in polite deference to an occasional article in a professional journal. You reach publishers in three primitive ways: by effecting a loss of sales, by introducing competitive material, by creating real or apparent public indignation. Teachers are in a position to do meaningful work in two of these areas. To the extent they do, they accept responsibility for their own professional circumstance and to that extent undertake to remake their career world to their own specifications.

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[2] Durham, Philip, and Jones, Everett L. The Negro Cowboys. New York: Dodd, Mead and Co., 1965.

[3] Ray Allen Billington. "History Is a Dangerous Subject." *Saturday Review* 49 (January 15, 1966), 59-61, 80-81.

[4] From a paper entitled, "Education with Averted Eyes," delivered by the author at the Conference on Moral Dilemmas in Schooling, University of Wisconsin, May 12-14, 1965.

A second and related warning is about the passive, accepting attitude toward textbooks.

You will encounter the argument that the lives of children must be sheltered. I regard this as nothing more than an adult projection. It is adults, not children, who have an emotional stake in maintaining averted eyes, in schooling children while looking the other way. It is painful and threatening for adults to look squarely at the hard evidence of racial and ethnic conflict. Only now are there faint stirrings in the production of text materials to render Negroes in America less anonymous. It began to happen only after Negroes yanked our heads around to look directly at their social circumstance.

Begin, then, at a point closest to teachers and the everyday work they do. Begin there to do things. Do things political. It is my gamble that the doing process will make for careers in teaching. The main thing is not lofty goal setting. It is action. Process. Becoming participants rather than observers in the altering of the school world.

Transients

A great many teachers have a career expectancy of three years or less. That's no great problem—unless we pretend it isn't so. Problems arise because we fail to regard transients for what they are—casuals or short-term employees. We still regard every greenhorn from State U. as a career teacher. It isn't so, and it is a fiction we can no longer afford.

Instead of working earnestly to maintain the fiction that everybody is bound for career status, let us lobby for candid recognition of transient status and the sensible arrangements required for it.

To that end, we need political action along these lines. Push back the tenure period from three years to five. Heighten the probationary status of beginning teachers by providing them with organizational membership entitling them to every nonprofessional benefit negotiable by large groups: insurance policies of various sorts, discount buying, a fine organizational periodical, summer tour arrangements, and so forth. But don't admit them to full professional membership or ask them to participate in making and effecting policy for the profession.

Hold beginning salary arrangements where they are. The problem with salary schedules is not that they don't make an appropriate beginning, it is that they don't go any place. This is where the every-teacher-a-career-teacher fiction becomes expensive. We permit school boards to raise beginning salaries and thereby to compete very well for casual teachers but not for career ones.

But our job is not merely to recognize probationary status with appropriate restrictions. Local organizations can make it their business to lobby strongly for sensible curricular support, restricted assignments, and delimited roles appropriate to the unpracticed and the inexperienced.

Lobbying might then be done for the notion of the senior teaching appointment or some such invention. Something tangible must be done to affirm the career status of the professional. But make it a voluntary act. Let the initiative lie with the teacher to assemble the confirming opinion of his work and petition for senior status. Appropriate income and changed work responsibility should accompany that altered status.

Entry to Teaching

I regard the selection of colleagues as a proper concern of career teachers. The new teacher down the hall, poorly trained and subcredentialed, is the rightful concern of the continuing staff. His hire is not merely a personnel office matter. While the personnel director may define that new teacher as an employee of the district, he is also equally defined as your colleague.

What your colleagues are determines your collective power. It determines the organized voice with which you can speak and just who will listen to you. Therefore, it is the business of teachers to make their ideas known in district personnel offices, in school boards, at training institutions, and in accrediting organizations. I believe there are at least two issues teachers might usefully pursue with these separate groups.

Individual or Client?

Liberal arts colleges have as their prime concern the intellectual development of the undergraduate. Professional schools, in contrast, must be concerned with the future clients of the practitioner. Consequently, there is an important and necessary conflict of interest whenever teacher education is thought to be an undergraduate function.

One manifestation of that conflict is the "interest in children" dictum. That is, it is held that students in the education department must be "interested in children." Probably this dictum operates as a kind of collegiate defense mechanism. Obviously, some undergraduates are enrolled in college without any real interest in an area or areas of human knowledge. Yet, they pretend to membership in an institution established to propagate and expand human knowledge. Meeting the "interest in children" requirement, then, provides a kind of citizenship in a community where they have no business being.

Interest in intellectual matters is the first requirement of one who would school others in the various branches of knowledge. That requirement is prime. It must be met in the undergraduate years. Let nothing hinder it. And when the liberal arts faculty fails to do the job, then it must be called to their attention in an appropriately direct and forceful manner. That is a proper concern of the profession enrolling their graduates.

It is at the professional school level that one can expect teaching candidates to express an interest in youth. At that point, not before, you can require the teacher-to-be to have a mature interest both in the disciplines and in the process of transmitting them to children and youth.

Student Teaching

It is time for student teaching to be abandoned. Its functions are largely ceremonial ones—a rite of passage.

One of my colleagues refers to the student-teaching process as "the narrows" of the profession.[5] He regards it as a point of cultural compression where teaching candidates learn that lessons and clocks are more important than children and what they learn. That is, his studies of student-teaching diaries persuade him that the neophytes learn nothing so much as to get through lessons on time at the expense of engaging children in some significant enterprise.

The classical student-teaching arrangement has spared us the hard analytic job of determining the many separate behaviors and behavior sequences demanded in the classroom.

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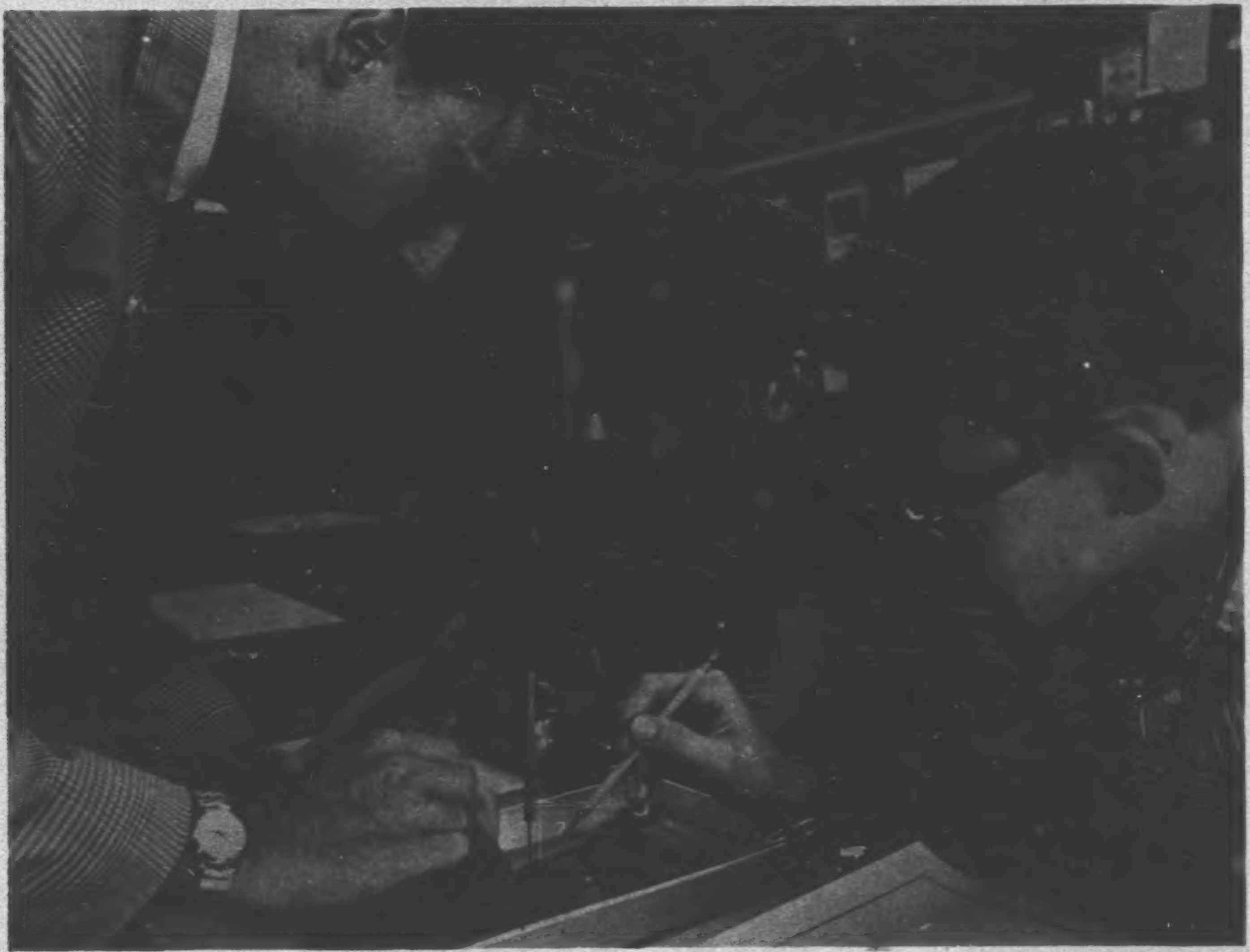
[5] Iannaccone, Laurence, and Button, H. Warren. *Functions of Student Teaching*. Cooperative Research Project No. 1026 of the U.S. Office of Education. St. Louis, Mo.: Washington University, Graduate Institute of Education, July 1964.

We have failed, for example, to analyze what it means to tutor an individual or how teachers maintain involvement with the learning task. Rather than do the analytic job and contrive appropriate training interludes, we have turned the job over to practitioners to whom we pay a pittance and over whom we have correspondingly little control. Besides, they are busy with the business of instruction on a full-time basis.

Since the fateful Bay City experiments, a number of new roles have emerged in the public schools: staff aides, noon aides, interns, assistants, clerks, readers, helping-teachers. All these roles have potential use in programs to prepare teachers. Any one of them is probably a more meaningful role experience than that of student teaching.

Conclusion

Textbooks and transients, student interests and student teaching—not one of these topics is of real importance. What is important is a sense of command over one's professional circumstance and willingness to face the political demand of the career remaking task.



INTRODUCTION

A major feature of the 1965-66 Regional TEPS Conferences was the presentation and discussion of proposals for remaking the world of the career teacher. These proposals were mostly hypothetical plans or programs. They were designed to present imaginative ideas for the solution of some very old and persistent problems such as inadequate help for beginning teachers; lack of continuity between preservice and in-service education; mass-produced, externally motivated professional growth plans; teachers being overburdened with nonstructional duties; good teachers leaving the classroom to make more money in administrative jobs; no differentiation between career and noncareer teachers; no systematic planning for the interrupted career or the late decider; rigid approaches to utilizing professional and paraprofessional talent; fears and apprehensions on the part of teachers and administrators about the use of paraprofessionals, part-time teachers, and volunteers.

Proposal writers were asked to present plans which were either utopian or tied to reality and to make them specific and descriptive rather than general and evangelical. The purpose was not to *sell* but to present and illuminate a hypothetical plan or program. In a few cases authors described an actual program rather than a hypothetical one, or used an actual program as the basis for developing an idea.

Usually one person was asked to assume major responsibility for preparing a proposal. He was urged to involve others in generating as many good ideas as possible. Of special importance is the fact that authors were encouraged to ask both teachers and administrators in schools and colleges to contribute ideas.

It is not possible to include in this report all of the one hundred proposals used at the eight regional conferences. Therefore, three approaches are used in this section and in the appendix to communicate their scope and content: an interpretative summary, selected proposals, and an annotated listing.

Professor Hans Olsen of Wayne State University was asked to review all of the proposals and to write an interpretative sum-

PART THREE

CONFERENCE PROPOSALS

mary. He was asked to highlight the ideas he felt especially significant as bold and challenging possibilities for remaking the world of the career teacher. Such ideas get the greatest emphasis in his summary.

Mr. Olsen was asked not to be completely detached. He was invited to include his own impressions and reactions, hopes and fears, and biases and opinions. Of necessity he has not included every idea but has been selective. Some ideas have more appeal than others; some are more on target in terms of the original charge to the proposal writers.

Finally, Olsen was asked to draw whatever conclusions or generalizations he decided were appropriate.

The interpretative summary gives an overview and provides perspective and reflections on the one hundred proposals. The reader can find more specific illustrations of proposals in the sixteen which follow Olsen's paper. These sixteen proposals were chosen by six neutral judges and the panel members from each conference, who were asked to select the most challenging, original, promising, innovative, or exciting proposals for inclusion in this report.

Appendix A is a complete annotated list of all the proposals used in the conferences. Readers wanting more details on them may write the authors.

Although the proposals were prepared primarily for discussion by conference participants in study groups, they may stimulate other discussion or proposal writing. The invitation to dream up new ideas should remain open and should be the responsibility of those who will apply new thinking to remaking the world of the career teacher.

Hans C. Olsen, Jr. ■ *Associate Professor of Education* ■ *Wayne State University* ■ *Detroit, Michigan*

If you were invited to prepare a written proposal setting forth "bold changes in the pattern and concept of career development of teachers," would you accept? Before committing yourself, other pertinent information might help: The goal is new and imaginative ways of dealing with persistent problems in the real world of the career teacher. Dream of Utopia or deal with the harsh realities of the present. In either case, your proposal should be a concise and specific description of a hypothetical plan or program related to one or more of the following topics:

1. New kinds of internship-residency programs for beginning teachers.
2. New approaches to individualized professional growth programs for teachers.
3. New ways to differentiate assignments within a school—the "team of specialists" idea.
4. New ways to encourage career status for teachers.
5. New ways to provide for the interrupted career or late choice of career.

Your proposal, along with about eleven others, will be used to extend the thinking of practicing professionals attending a conference in your geographic area. Would this opportunity appeal to you? Would you accept such an invitation?

Most of us would jump at the chance. Anyone who has ever taught harbors some pet ideas about how the world of the teacher might be improved. Few of us are reluctant to share ours with either colleagues or laymen. From speaker's platform to teachers' lounge, these ideas are delivered in profusion; they come out in almost every gathering of teachers. It is significant, however, that despite a veritable verbal windstorm, change has come relatively slowly. Our pet ideas have not remade the world of the career teacher. Imagination, boldness, and uniqueness have not characterized these ideas, and too often we have not woven

SUMMARY OF PROPOSALS

them into a coherent program of action. Perhaps it is for these reasons that few of us receive an open invitation to prepare a hypothetical plan or brief hypothetical case study containing our ideas for study and discussion at a professional conference.

One hundred professionals actually received and accepted invitations from the National TEPS Commission to develop such proposals for the 1965-66 Regional TEPS Conferences. In addition to the guidelines presented earlier, those who received the invitations were told that, "while in most cases one person is asked to assume major responsibility for preparing the proposal, we urge that the authors involve others in generating as many good ideas as possible. It would be of special importance to make sure that both teachers and administrators and school and college people have an opportunity to contribute ideas to each proposal."

Of the one hundred proposals submitted for conference discussion, sixty-two carried the name of only one author. In a few cases the names of others who contributed ideas to the plan were noted. Yet, in more than 90 percent of the proposals under the name of a single author, it can only be assumed that the desired consultation and collaboration actually occurred.

Interestingly, forty-one of the one hundred proposals submitted were prepared by individuals or teams of school people, thirty-one were authored by individuals or teams of college personnel, six came from professional organization or state education department personnel, and only twenty-two were developed by teams of school and college people. Clearly, one objective of the conference planners was not realized if listed authorship is any guide. Perhaps it also indicates that for all the pronouncements concerning the importance of closer working relationships between schools and colleges (and there were many included in the one hundred proposals), people from both institutions make it an item of talk more often than one of action.

The goal of the regional conferences and the solicitation of proposals are explained in this paragraph in the instructions to the writers:

> We realize that this request (and our approach in the conferences) is not conventional. Our purpose is to stretch the thinking of ourselves and others past present stereotypes and boundaries. We intend that the conferences deal with way-out ideas, that they be controversial and disquieting. From such way-out ideas may come a number of specific and practical steps that can be taken.

As you might expect, the one hundred proposals range widely in degree of imagination and boldness. Some authors claimed that their hypothetical plans were unique, new and "unfolding." Many of them sat back and dreamed. Their plans took on a utopian cast; they realized that implementation would be the stumbling block. Other writers, rather than soaring on the wings of imagination, described plans already in operation or approved for implementation in specific localities. Caught up in the excitement of their present work, they wanted to share it with others. Neither group of authors outclassed the other in way-out ideas.

Despite conference emphasis upon the world of the in-service teacher, some plans dealt exclusively with preservice selection and preparation programs. Although some of these are very interesting, they will not be included in this search for bold new ideas for remaking the world of the career teacher. Also, it is obvious that not all the remaining ideas or proposals should be given equal weight. I will attempt to highlight the unique, the way-out, the intriguing. The five topics suggested by the conference planners serve as convenient categories for grouping ideas and plans. Some proposals overlapped these categories, and in those cases important ideas are placed as nearly as possible in the appropriate category.

New Kinds of Internship-Residency Programs for Beginning Teachers

A major problem for those who chose this topic came from two uses of the word *internship:* a preservice, student-teaching type of experience, or a post-student-teaching, fifth-year program. Some writers prepared plans dealing almost exclusively with the former, although the suggestions for preparing proposals stressed the theme of remaking the world of the career teacher. Attention will be given here to ideas pertinent to post-student-teaching, fifth-year programs.

Some areas of disagreement were quite apparent. Basically, these were questions of mechanics. Such problems as class load, rate of pay, admission and selection procedures, evaluation and grading policies, patterns of concurrent course load, amount and type of supervision were dealt with in different ways. For example, one writer proposed that the internship be undertaken as a full member of a teaching team. After completing one year of internship at partial pay, the intern would become an assistant teacher for one year at minimum pay. His class load would be heavier (but still less than a full load of a regular teacher) and he would remain on the same teaching team. The college would continue to supervise his work; courses in methodology would be taken during this two-year program. Upon successfully completing the year as assistant teacher, he would receive his teaching certificate and a master's degree and become a regular teacher. This idea is similar to an internship-residency program in medicine.

Other proposed internship plans were only one year in length. Some turned over the entire supervisory responsibility to the school, while others placed it squarely in the hands of the college. Some suggested internship programs required summer school attendance for course work. Another approach was to call for no courses other than an internship seminar. Stipends were given under some plans, but others made the internship a regular rung on the salary ladder. Many of these internship programs placed the intern in a classroom with responsibility for a full class load. He was in no sense a member of a teaching team. These variations are similar to the differences among existing MAT programs. The now almost standard characteristics of the MAT come through clearly in most of these proposals: the internship is the core around which the rest of the professional program is designed, and the intern has a fully defined teaching assignment, is legally responsible for the instruction, receives pay, and is supervised in his work.

One idea worth further study involves the use of video tapes of the intern in action for purposes of evaluation. Tapes would be made at various stages of his development. They would be viewed first by the intern himself so that he might improve his own teaching. Then the master teacher (his supervisor in the school) would view and criticize them. Later they would be sent to the intern's college adviser so that he might judge the progress being made. Perhaps the concept could be expanded to place the emphasis on analysis and improvement of teaching rather than on evaluation and, by implication, grading.

Another plan for interns was based on a conception of teaching as a problem-solving activity. The intern would learn by observing teachers handle real problems encountered in their classrooms and by looking at his own teaching through the eyes of his students. The latter procedure would be enhanced by an evaluation seminar comprising six or eight of his students, his master teacher, and himself. They would discuss a recent class session or the course in general. The intern, as well as the others, would grow through seeing the subject from the point of view of the other seminar members. To further this growth, craftsmen from the community would be invited to practice their craft in the school setting. They would not lecture or give demonstrations; they would tackle a problem to which they did not have a solution. Observation of the craftsmen at work and the children learning from them is the basic task of the intern under this program.

Placing two interns in one classroom so that they can analyze each other's teaching and work cooperatively to improve their performance has exciting possibilities. This proposal places them under the direction of a college supervisor who is assigned twenty-four interns in twelve classrooms, and a school supervisor responsible for twelve interns in six classrooms. The college supervisor and two school supervisors comprise the team that plans and coordinates seminars for the interns and observations of their teaching behavior. With two interns assigned to each classroom, it is possible for seminars to be held during the day without the need for substitutes to man the classrooms. Flexibility of this sort means that many activities otherwise difficult to include may be a part of the internship program. A particularly intriguing part of this plan is a Seminar in the Study of Teaching in which each intern participates once a week throughout his internship. The seminar is conducted by the internship supervisors.

The course content is drawn from the research in teaching and includes a study of the Flanders system of analyzing classroom verbal interaction, Hughes' teaching functions, Gallagher and Aschner's system for classifying thinking and examining teacher questions, Bellack's teaching moves and teaching cycles, and Taba's teaching strategies. Classroom talk is examined with the use of audio and visual tapes and typescripts. Interns observe and examine their own teaching, their partner's teaching, and the teaching of others in live situations using the various systems, and practice various teaching behaviors in skill sessions. The interns examine and analyze teaching in order to increase their own repertoire of teaching behaviors and to enable them to consciously select effective teaching behaviors in their day-to-day work with pupils.

Studying teaching and using the knowledge to refine one's own classroom behavior is a most significant breakthrough in professionalizing teaching. Basing the internship on this approach can radically change the world of the career teacher. Questions of mechanics are of far less consequence. Another facet of this plan is that the internship supervisors (college supervisor and school supervisors) confine their activities to helping the interns. They do not rate or grade them; their role is strictly nonjudgmental. Supervisors "assist the interns as they plan and evaluate their own work in terms of their own goals." Any rating required by the school system must come from other sources. This idea directly contradicts the position taken in so many other proposals—that the role of the supervisor is to evaluate. Apparently, to many of us evaluation and rating are more important than helping teachers grow professionally.

New Approaches to Individualized Professional Growth Programs for Teachers

This topic struck a chord with many writers, with more proposals related to it than to any other topic. Several authors prepared plans concerned mainly with providing conditions that would help promote professional growth of teachers. They advocated:

1. Underwriting part or all of the tuition and expenses of teachers enrolled for advanced course work.
2. Encouraging teacher attendance at national, regional, and state conferences and meetings.
3. Sending teams of teachers to observe firsthand new and promising practices in various parts of the country.
4. Establishing task forces of teachers to bring new ideas to the attention of the school staff.
5. Setting up committees of teachers to review existing programs and to devise curriculum improvements.
6. Providing consultants to be used as teachers see a need for them.
7. Releasing teachers from extra and nonprofessional duties.

One writer suggested that the school system distribute monthly to all teachers a brief annotated bibliography of current professional literature. This procedure might assist teachers in the difficult task of keeping abreast of recent developments in their profession.

A related idea was that a professional organization, perhaps NEA, develop and maintain a national exchange program for teachers within the United States. Exchange teachers could grow from a one-year teaching experience in a different part of the country, infuse teachers in the exchange school with new ideas, and share ideas they gained with their colleagues when they return home. This would be an eminently worthwhile project.

Plans for professional self-improvement were a popular item. No two were exactly alike, but there were many similarities. No proposal provided for the teacher to develop his plan and carry it out on his own. One suggested that he do this cooperatively with his principal or department head. A second established a committee of college clinicians who would work in the district. One clinician would be responsible for working in each school to help the teachers work out individual self-improvement plans. A third proposal described a district-wide certification review committee made up of teachers and administrators that must approve all self-improvement plans developed by teachers in the district. The latter proposal links the self-improvement program of the teacher to certification. A different approach was to relate salary advances to professional growth as outlined by the teacher's plan. The authors of another program placed no extrinsic rewards, relying instead on a climate in the school system that promoted a desire for professional growth. A range of acceptable experiences was outlined. These varied from graduate courses in one proposal to course work, travel, work experience, and research and workshops in another.

A seminar meeting biweekly or monthly to discuss cross-disciplinary topics was submitted as a way to bring together a small group of about ten beginning teachers, two or three professors from nearby colleges, and two or three experienced teachers to continue the cultural education of them all. Topics would be selected by an interdisciplinary committee of professors, teachers, and librarians who would relate them to the professional roles and subject matter specialties of the teacher participants.

"Fixed-role therapy" is the fundamental idea in another intriguing proposal. This approach is designed to increase efficiency in producing realistic behavior changes in professional educators. Participants would enact (role play) a fixed role for a two-week period. It is believed that through this intensive role-playing experience, teachers would assume the desired new behaviors as a part of their permanent pattern of activities. This bold proposal may offer a crash program for bringing about changes in in-service teachers. Research establishing its effectiveness and efficiency in producing permanent modification of behavior would be most helpful.

Professional organizations could provide consultant services for beginning teachers, according to another writer. Well-prepared, experienced consultants employed by a professional organization would be available to help beginning teachers, whose use of the service would be entirely voluntary. The consultant would listen to the teacher's problem and make available to him all possible resources. A basic assumption is that teachers would make use of the services of a consultant because he would not be connected with the school system or a college. The evaluative and rating aspects of the school supervisor, principal, or college supervisor roles would not be present.

The analysis of teaching, in a variety of forms, was basic to a number of proposals. The use of video tapes would give the teacher an opportunity to see himself in action. It would be his prerogative to view the tapes alone or to ask others to see them and then offer help. This could be combined with micro-teaching and time-lapse photography, placing at the teacher's command a greater range of alternatives with which he could make professional decisions.

Along with these techniques, the concept of supervision by colleagues is potentially a powerful instrument for in-service growth.

Through the process of serving as teacher-supervisor, being supervised, taking apart

and putting together various teaching-learning acts, seeking the ways and effects of one's own and others' teaching, each teacher acquires new insights into what makes for the successful teaching-learning act. Each teacher becomes more conscious of and careful about his planning and execution of the teaching act. Each teacher is more cognizant of how his teaching affects the students' learning. The end points ultimately to wider, deeper, more meaningful learning experiences for the students.

The most involved of the proposals combining analysis of teaching and supervision by colleagues suggested a series of analysis training workshops, each dealing with a different mode of analysis. Each member of a school staff would attend at least one workshop, then return to his school to teach the approach to his colleagues and use it in supervising their work. He in turn would be taught and supervised by other teachers who attend later workshops as the year progresses. The goal is to promote professional growth by the entire staff, not to rate colleagues. In many ways this proposal parallels the last one discussed under internship plans.

A program to provide student teachers and interns with high-quality supervision is based on the concept of clinical supervision. A core group of expert supervising teachers and clinical professors is developed through intensive work in a practicum setting. They become skillful in helping the teacher gain insight into his own teaching performance so that he might improve it. Analysis of teaching is fundamental to this proposal.

Despite the space devoted here to proposals incorporating study of teaching as an integral part of individualized professional growth programs, the total number of such plans was disappointingly small. The analysis of teaching is in its infancy, but bold, imaginative programs implementing this approach are needed now.

New Ways to Differentiate Assignments Within a School—The "Team of Specialists" Idea

The proposals in this category treated specialization in a variety of ways. Some authors stressed team teaching and gave little attention to the specialties of the team members. An example places two classroom teachers with fifty elementary school children. The teachers are urged to build their teaching procedures around the particular strengths of both. Specialization took a different form in another proposal: approximately 250 students are placed with a team leader-coordinator, six experienced teachers, three MAT interns, six student teachers, and other staff such as counselors.

A third approach took this form: Six teams of professionals and paraprofessionals operate in each elementary school. About one hundred children in the same grade are assigned to each team. The team consists of the team leader, three regular teachers, several aides, and one or more lay assistants. Each of the regular teachers and the team leader are specialists in a different subject area. The teacher aides are teacher education students in the early stages of their college program. In some cases, student teachers are part of the team.

The junior high school level drew the attention of a writer who proposed that the teacher serve as a generalist in his area, e.g., social studies, for about three-fourths of the year. For the remainder of the school year he would be a member of a "specialist team" from his area, meeting with students for eight periods a week. This team would conduct a depth study of some complex problem within the subject. Each specialist would use his special competence to help students achieve subject synthesis as they deal with the problem. This would make it possible for the teacher to be both a generalist and a specialist within his area. This proposal will appeal to many junior high school teachers.

Within the team-teaching framework, another idea may be implemented through the use of computers. The author of this proposal called it teacher-controlled variable scheduling. Each teacher, in collaboration with his colleagues, determines each day the amount of time he will spend with one child or a group (from two to one hundred). The requests are worked into a master schedule and distributed to teachers and students. The teacher may be free to plan activities for the children, he may work briefly with large groups of children, or he may work intensively with small groups or selected individuals. Personalization of instruction could well be increased through such a program. With some coordination, the plan might bring about remarkable changes in the world of the career teacher by making him a specialist in treating learning problems in his area.

Several proposals differentiated assignments on the basis of preparation, experience, and proficiency. The following is an illustration:

Master Teacher—Doctorate and fifteen years of experience; administrative supervisor; no regular teaching load.

Instructor—Master's degree and ten years of teaching experience; career professional; full teaching load; full tenure.

Assistant Instructor—Master's degree and no teaching experience; full teaching load; no tenure.

Teacher—Bachelor's degree, working toward master's; reduced load, supervised by the master teacher (a full internship).

Technicians—Librarians, audiovisual specialists, programmers, and psychologists.

Clerical Assistants—Completion of a vocational training program.

It should be noted that technicians are service people whose special talents are to be used according to the best judgment of the master teacher. They are often consultants or advisers. Many authors placed decisions about advancement through the ranks in the hands of committees of master teachers.

In spite of the attention given to differentiated assignments, a relatively small number of proposals in this category really tackled the problem posed by giving the master teacher administrative and supervisory responsibilities. When does he cross the boundary separating teachers from administrators and supervisors?

New Ways to Encourage Career Status for Teachers

Ways to recognize and reward career teachers predominate in this category. Many proposals presented criteria for distinguishing between career and noncareer teachers, although there was no firm agreement on them.

One writer advocated a dual salary schedule and involvement of career teachers in school policy making. Another suggested that career teachers receive salary incentives equal to those given elementary school principals or assistant secondary school principals, an extra increment of $800 to $1,000 upon permanent certification, and eligibility for the "Resource Teacher Award." The award would be made every third year to the outstanding career teacher in the school district. It would consist of a one-year leave with full pay and a six-week tour of a foreign country, paid for by the school system. In a similar vein, under another plan, each year one or more teachers would be appointed "Teacher Without Portfolio" for one year. Appointees would have no teaching responsibilities and would be free to engage in any activity of interest to them, for example, writing, reading, lecturing, or traveling. They would have only three restrictions: they must accept no other employment, they must not engage in graduate study for credit, and they must communicate their activities to the school and community periodically.

Under still a different plan, teachers with the master's degree and at least eight years of experience could apply for career status. A selection committee would review their qualifications and make recommendations to the superintendent and the board of education. Those selected would receive annual salary increments of $500 until they reached the salary maximum for assistant principals.

Other writers used the term *master teacher* rather than career teacher. One proposed that master teachers serve as curriculum specialists, supervisors of interns, and teachers with a reduced class load. Their pay should be as high as that of a principal. They would be promoted to master teacher "much as promotions are made within a university faculty." Another author recommended a system of ranks that neatly supplement the preceding proposal: When a person receives full certification, he becomes an assistant master teacher. He then in time may be promoted successively to associate master teacher and master teacher. Certainly, this plan will give greater prestige to those at the upper levels, particularly if increases in salary and prerogatives accompany each promotion. How well the procedure works at the college level is debatable.

The NEA was called upon to sponsor a program that is certain to provoke widespread controversy if the Association considers it seriously. A national committee would determine criteria to cover every professional position. The teachers who volunteer for assess-

ment and who qualify would be recommended to the NEA, which would confer a doctorate of professional achievement. At the end of ten years the recipient could request reassessment or allow the degree to lapse. Academic proficiency would not be a factor in this degree. The proposal writers suggest that local school systems reward recipients in some way, perhaps with a flat salary grant of $1,000 per year for the degree period. It may be that rather than a doctorate some other form of recognition by the Association would come into being. In any event, this proposal seems to be one that pushes beyond present boundaries and extends our thinking.

New Ways to Provide for the Interrupted Career or Late Choice of Career

Fewer proposals dealt with this topic than with any other. Perhaps this can be attributed to the fact that the teacher dropout, for whatever reason, and the late entrant to teaching are seldom looked upon as career teachers by those remaining or already in the profession. Including this topic for consideration at the regional conferences may bring it to the attention of many teachers.

The proposals noted that many people want only part-time work or limited teaching responsibilities. One writer suggested that such persons investigate nursery or kindergarten teaching because of the many opportunities for part-time employment. However, the crying need at present in this area is for qualified people who will work full time. Federal programs have changed the situation drastically.

Two classes of certified teachers were suggested by another writer. First, limited-responsibility teachers would work full time, staffing special courses, assisting in courses with large enrollments, or giving special assistance to elementary school teachers. Second, paraprofessionals would work with teaching teams for an agreed number of hours a week, performing a variety of clerical and teaching tasks. It was proposed that these groups be recognized and made a regular part of the teaching force rather than exist at the informal level as is so often the case at present.

Conclusion

Following a study of the one hundred proposals submitted for discussion at the Regional TEPS Conferences and a review of particularly appealing ideas and plans contained in them, several observations are in order.

One recurring theme stands out: the importance of close, cooperative relationships between schools and colleges. This refreshing change in climate bodes well for dramatic changes in the world of the career teacher. Although the need for close working relationships is evident, few of the proposals contained bold suggestions for developing really cooperative joint ventures. One of the few outlined a regional consortium of schools and colleges. A more common approach was to propose a network of joint appointments.

Another fact is quite clear, although not stated and seldom recognized in the proposals: The world of the teacher is not singular. More accurate terminology would be the *worlds of teachers*. Different experiences, different values, and different settings create a host of worlds. The proposals reflected this state of affairs. For example, in some proposals teacher education institutions and their personnel were censured for falsely leading the profession with highly theoretical offerings far removed from the reality of the classroom. Other proposal writers criticized them for tending to follow instead of providing leadership for the profession. Perhaps the significant point is that one task is to remake the world of each classroom teacher, that no panacea is yet in sight to achieve this on a national basis in one sweeping change.

Some proposal writers focused on what is probably the most crucial element in remaking the world of the classroom teacher. Rather than dealing with external, peripheral factors, they brought us back to the study of teaching and its central importance in the professional life of the teacher. Let us hope that this relatively small start will grow and reach its full potential in the near future.

Finally, the thought and planning that most of the authors put into their proposals were unmistakable. Some were exuberant, others angry, some sober, a few playful. The call for bold, imaginative plans produced a wide range of ideas and programs. As these are studied, discussed, tested, and revised, new ones will develop. The start made with these proposals can lead us to an entirely new concept of classroom teaching and the role of the teacher.

SELECTED PROPOSALS

A NEW FACE FOR SUPERVISION

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Kevin A. Ryan ■ *Assistant Professor, Graduate School of Education* ■ *University of Chicago, Illinois*
(as of September 1, 1966)

To the classroom teacher, the term supervision has several connotations, most of them unpleasant. To some teachers supervision is "snoopervision," an unwarranted encroachment on their professional status. To some it is threatening in that their job security frequently is at stake. To others it is irrelevant, since the supervisor often is not trained in the teachers' discipline and, therefore, does not fully appreciate their unique curricular problems. And to still others it is unnecessary, because they are highly skilled teachers and know it. Given these connotations, we are somewhat optimistic in expecting the process of supervision to have any major impact on the practice of teaching.

The dictionary defines supervision as "the direction and critical evaluation of instruction, especially in public schools." It is our contention that the process of supervision is held in low esteem by teachers largely because only one aspect of this definition has been stressed: critical evaluation. School officers bear the heavy responsibility for assuring skilled instruction for children. There is no quarrel here. The problem is that the other aspect of supervision—providing to the classroom teacher direction of instruction — remains virtually untouched.

What does this mean to the teacher? The newly certified teacher is absorbed into a school system and often assigned the most difficult classes and most odious extracurricular activities. Although he may periodically be told "how he is doing," unfortunately he is given little direction in how to overcome specific weaknesses and improve his performance. It seems that if he is to improve as a teacher, this improvement has to be self-directed. When one considers the difficulties of the beginning teacher getting even the low-order tasks of the classroom under reasonable control, it becomes obvious that by default the teacher will develop a very restricted range of instructional strategies which "work." These often become the career pattern of instruction for the teacher. In this situation, the fledgling teacher has few resources for improvement other than his own trial-and-error experience, a type of learning, incidentally, that can just as easily lead to crippling as to excellence. Isolated in his own classroom, struggling to master new curricular materials, grappling with the daily demands of upwards to one hundred and eighty minds, the beginning teacher can do little but fight a rearguard action. The press of work keeps him from any systematic or thoughtful criticism of his own skills. Patterns become established. Self-expectations narrow down. Unanswered questions fall away. If he is a good disciplinarian and helps to "keep a taut ship," little critical evaluation will come his way—he is on his own. If not, he is in trouble—and too often he is still on his own!

The crux of the problem is that we have isolated the teacher in his classroom and thus closed off the most potent avenues of direction and aid. In limiting the concept of supervision to evaluation, we have vitiated its power to bring about real change and new insight to the teacher. What is needed is a new face for supervision, one that allows the professional to grow and develop continually, one that makes available to him several sources of direction and aid. To do this, we propose a new kind of supervision—supervision by colleagues.

Supervision by colleagues places the responsibility for direction and aid in instruction with the teachers as a group. It calls for each teacher to help and be helped by his colleagues. Through observations, critique conferences, the sharing of materials, and the use of the new technological aids to supervision, professional colleagues can systematically upgrade their performance. Implicit in this plan is a change in ethos—a change from the idea of the classroom as the teacher's impregnable fortress to that of the open classroom. The open classroom is one in which all resources for improvement are used. Colleagues are invited in to observe, not to get the showboat treatment, but to help the teacher solve a particular problem, whether it is in the presentation of difficult material, the use of a specific teaching technique like small group instruction, or the examination of a procedure that has perhaps become too routine. When new curricular materials are tried out, other teachers come both to learn and to aid the teacher. Feedback from students, a technique too often employed solely by the confident and skilled teachers, is used as a matter of course. Once this particular channel of communication is opened, not only can the teacher glean much valuable information, but the students tend toward greater involvement in their own learning. It should be noted that our research has indicated that students very accurately perceive the quality of a teaching performance, but they have little notion of how the performance can be improved. This remains the concern for supervision.

In this open classroom setting there is the possibility for a much more fruitful use of the teaching staff's skills and expertise. Certain teachers emerge as models or authorities on particular techniques. Once he is discovered to be expert in the use of questions to stimulate discussion, a teacher has the opportunity to share his strengths and be recognized. Other aspects of his teaching that may not be as strong can be strengthened by the advice and suggestions of his colleagues.

Supervision by colleagues would take place among teachers within a department, because of the commonality of content and methodological procedures. Here there is the greatest potential for sharing materials and insights. Teachers within a department are bound by common interests. However, there is still a large area for supervision by colleagues among members of different departments. A biology teacher who is gifted in lecture-discussion techniques could be of great aid to a less competent English teacher. Likewise, a social studies teacher who is an excellent test constructor could be of benefit to teachers in several other subject areas. Even the curriculum expertise of teachers is often relevant for teachers in other departments. The audiovisual coordinator will no longer be the person who merely orders filmstrips and keeps track of the tape recorders. He will be in the classroom conferring, demonstrating, and critiquing instructional presentations for the possible addition of audiovisual procedures. In this open classroom setting the school will truly begin to use its specialists.

There are benefits in supervision by colleagues for both new and experienced teachers. The beginner has several veteran teachers from whom he can seek aid freely. Made aware of specific teaching weaknesses, he has ready sources of information and models of excellence. Instead of settling for a few teaching techniques with which he feels comfortable, he will continually be challenged to try new approaches. The experienced teacher, too, has much to gain. In this new open environment, the "professional half-life" of the teacher becomes more important. The experienced teacher is often unable to grow with the inevitable content and process development in his field, and therefore, his value diminishes with the explosion of knowledge and erosion of time. However, the beginner, fresh from the university, can become his resource. Now the veteran has intimate contact with the new advancements in his field and the innovations in pedagogy. What we have, then, in this new dimension to supervision is a means to put some

bite into the tired cliche of the teacher as continual learner. The ethos has been changed from isolation and rigidity to openness and improvement.

Tools and Techniques for Change

An entrenched ethos will not change through wishing alone. Nor will it change by selling teachers on the advantages of a new approach to supervision. Besides new attitudes, they need both new tools and new training. For some years now the Stanford Teacher Education Program has been developing methods to give teachers greater access to the reality of their classrooms. These methods range from the use of the newer technological hardware to the application of theoretical models of supervision.

Video-Tape Recording. With the advent of the portable video-tape recorder, a major breakthrough in the process of supervision has been achieved. After having a class period taped, the teacher can sit down and objectively view his own performance. The teacher can in effect remove himself from his own classroom and judge the effectiveness of his lesson. He can arrange with a colleague jointly to view his tape and share perceptions, discussing problems and alternatives. He can view a model session which illustrates a particular teaching skill and compare its elements with his own performance. Like audio tapes, video tapes can be used over and over again. Interesting segments of a lesson can be saved for demonstration purposes or can be wiped clean. Viewers can stop the tape and go over it as often as they wish. The cost of portable video-tape recorders is now within the grasp of most schools and the cost will soon be even lower.

Micro-Teaching. Developed primarily to train preservice teachers in specific teaching skills, micro-teaching nevertheless has a definite place in the ongoing training of teachers. Micro-teaching is a technique that attempts to break down the very complex act of teaching into a more controllable and trainable situation. The trainee teaches a few students for a five- or ten-minute lesson and concentrates on perfecting a single teaching skill at a time. After the short lesson, feedback is obtained from the students, and a supervisor goes over the lesson and the students' feedback with the trainee. (If video-taping is available, this adds another powerful dimension to the critique.) Then the trainee teaches the lesson again, this time to a different group of students, and the process is repeated until a satisfactory level of performance is obtained. The micro-teaching technique is currently being used on a pilot basis in some high schools to sharpen the skills of experienced staff members. However, the technique could be adapted for curricular development, for testing new materials, and used in numerous other ways.

Time-Lapse Photography. A simple 35mm camera, armed with a timing device (and enclosed in a soundproof box), is capable of giving a teacher several new perspectives on his teaching. Mounted in the front of a classroom and timed to take from thirty to fifty pictures during a period, the camera can provide a visual record of what his students were doing during the period. Already proven to be a valuable research tool in the study of the degree to which students overtly attend to their teachers, time-lapse photography enables the teacher to examine the attending behavior of his students generally and individually. Our research shows that teachers are able to increase the attending behavior of their students after only one exposure to such a record of their class. Here, again, is an example of where colleagues could be of significant help in determining causes and remedies to problems revealed by the record and to expand the uses of the record itself.

A Performance Curriculum. The performance curriculum for teaching is an effort rigorously to identify the various teaching activities and skills that a professional should be able to perform well. Once identified, each activity is broken down into its components. For instance, clarity of aims is essential for most good teaching. What the performance curriculum does is to state the activities the teacher should perform to achieve clarity of aims. The specific steps to clarity of aims are delineated, giving the teacher both guideposts and checkpoints. In the Stanford Teacher Education Program, the trainee invites his supervisor to observe his performance of each of these technical skills when he feels he is ready. The supervisor rates the teacher's overall performance on that skill, basing his rating on how the teacher performed the component skills. Once the teacher has passed minimum standards of competence on a particular activity, he is encouraged to strive for higher levels of performance.

Besides pointing out the important skills of instruction and their components to the teacher, the performance curriculum is a valuable aid to the supervisor. Instead of making global ratings and general comments, the supervisor has something on which he can focus his feedback.

The performance curriculum guideposts provide a common frame of reference for both teacher and supervisor. The teacher's performance can be analyzed closely within the framework of these component skills. Weaknesses can be more easily pinpointed and alternative approaches examined.

It should be emphasized that the Stanford program views the technical skills of teaching as only one aspect of teacher competence. It is our contention that the even more sensitive and difficult area of professional decision making—when and how to use such technical skills—is greatly enhanced by the identification of technical skills. As a teacher becomes more expert in a variety of technical skills, he has at his command a greater range of alternatives with which to exercise professional decisions.

If the performance curriculum were used in a setting where colleagues supervised themselves, individual staff members could specialize in different teaching skills. Thus, one teacher could work with his colleagues on summarizing a unit of work, another on individualizing instruction, and so forth.

Focused Supervision. The model of supervision most frequently used involves the full-period observation of a range of teaching activities at fairly infrequent intervals of time. Although this method has virtues, it has some serious drawbacks.

So many things happen in one period that it is difficult to single out one or two points to stress. The teacher may be interested in getting a critique of one aspect of his teaching, but the supervisor bears down on another. But more

important, once the supervisor has made a long list of specific suggestions for improvement, he usually waits for some time before coming in and seeing how the teacher has implemented his suggestions. The issues are not fresh; the situation may be very different; the supervisor again has to generalize from a narrow sample of behavior; and he does not know what has happened in the intervening time.

However, if we changed our model of supervision to very brief observations focused precisely on one or at most two problems or the development of one or two skills, our experience demonstrates that we obtain far greater behavior change. Implied in this model is the agreement of both parties to concentrate on the one skill or problem. More fundamentally it calls for a narrowing of focus and a redistribution of time. Instead of a single 50-minute observation coupled with a conference as the "unit of supervision" repeated at infrequent and inexact intervals, we propose that the unit of supervision be a brief (approximately 10-minute) visit, a conference focused on one or at most two points where a change in teacher behavior is desired, and a scheduled follow-up observation selected to highlight the points of focus. After the second observation, a second conference is held to discuss the success which the teacher has had in implementing the suggestions. This two-phase series becomes the "unit of supervision." Not only is such supervision more effective as a general pattern, but it also makes more efficient use of supervisor time.

In summary, it is suggested that the most immediately concerned and most competent people—the classroom teachers—take on the responsibility of improving instruction. If the teacher is to be the full professional he aspires to be, his own improvement and that of his colleagues must be of vital importance. Given the present situation of the classroom fortress and the evaluative supervision, it is not surprising that when teachers congregate the conversation tends toward their children, the ball scores, or the inadequacies of the salary schedule. With new curricula being developed, with new tools and approaches for the upgrading of instruction now available, professional colleagues have more important issues to discuss.

THE CONTRIBUTIONS OF INSTRUCTIONAL LABORATORY CENTERS (ILC) IN PROMOTING PROFESSIONAL EDUCATION AND FACILITATING THE DEVELOPMENT OF SPECIALIZED CAREERS IN EDUCATION

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We believe that the objectives highlighted at the 1965-66 Regional TEPS Conferences can be advanced through the establishment of Instructional Laboratory Centers (ILCs) designed to stimulate a reexamination of curricular objectives and practices at all levels of elementary and secondary education.

By Instructional Laboratory Centers we mean central facilities in which superior instructional materials and methodology would be demonstrated and various kinds of experiences would be provided for pupils and for teachers, administrators, counselors, prospective teachers, and other professionals brought together periodically for blocks of time ranging from one to four weeks. An ILC would serve as a host facility for classes representing the full spectrum of the population of a metropolitan area. Pupils and their teachers from "typical" comprehensive schools, from "prestige" suburban schools, from "inner-city" disadvantaged schools, and from outlying rural schools would attend and concurrently utilize the resources of the ILC.

It is hoped that each ILC would be a cooperative venture conducted by several school districts and institutions of higher education, although an ILC sponsored jointly by one university and a single large school district might also be effective. We believe that the establishment of ILCs could make important contributions to teacher education and to the development of a variety of careers in education. Several of these possibilities are explored here.

Contributions to the In-Service Education of Teachers

An ILC might operate somewhat as follows: Teachers in a particular region would attend the ILC for two or three weeks, during which time they would receive intensive instruction in the selection and utilization of new materials and technology most appropriate for the attainment of specific curricular objectives. The teachers would then return to their schools to plan a return visit with their pupils for a one- or two-week period during which new approaches would be tried out and evaluated under the supervision and guidance of permanent ILC personnel and specialized consultants employed in accordance with the needs of each particular project. Several weeks later, ILC personnel would reestablish contact with the teachers in order to work with them in determining how objectives might best be attained with materials and facilities available at the local schools.

The flexible facilities of the ILC also would enhance the conduct of experimental projects involving teaching teams, small group instruction, and various types of subprofessionals (i.e., teacher aides and student tutors).

The potential contributions ILC can make in providing this type of in-service training are almost unlimited.

Contributions to the Improvement of Preservice Teacher Education

Access to an Instructional Laboratory Center would be of great value in making preservice teacher education programs more realistic and effective. There is widespread recognition that it is important to provide future teachers with opportunities for intensive and continuing observations in a variety of teaching situations in order to avoid their fixating on a narrow range of possible methods and philosophies derived from the teacher with whom they receive most of their apprentice training. Unfortunately, however, distance and space limitations almost always limit the extent to which teacher education institutions can provide meaningful observations in more than one or two settings.

The establishment of an ILC would do much to minimize these limitations. A building which housed an ILC would be so designed that one-way observation or closed-circuit television observation would be possible in every classroom. This in turn would make it possible for future teachers to observe a variety of teachers using a variety of approaches with a variety of students. Facilities available in an ILC would be particularly valuable in helping future teachers learn to understand and cope

with the behavior of disturbed youngsters. Outstanding teachers and supervisors could be employed to teach classes of disturbed youngsters permanently housed in the ILC. With means available for observing these classes without detection, practice teachers could gain insight into behavior problems which present a very great challenge in many classrooms.

Similarly, the establishment of an ILC would greatly facilitate arrangements which would allow student teachers to develop their skills with three or four classes which were very different from each other with respect to student background, age, and ability. This could be very important in acquainting future teachers with the advantages and disadvantages, the satisfactions and dissatisfactions to be found in differing types of schools. Future teachers would be better prepared, in turn, to choose a career in a type of school best suited to their talents and interests. It is hoped that every future teacher would be required to spend at least three weeks practice teaching in each of three or four situations, and this exposure would in itself destroy many common stereotypes and fears concerning slow-learning students and students with disadvantaged backgrounds.

An ILC would also be a convenient facility in which to screen candidates for the teaching profession before they receive their certificates. At the present time, it is too easy to become a teacher. Our general failure to deter candidates who show little promise or who appear unlikely to find personal satisfaction in a career in education cheapens our profession and reduces its standing in the eyes of the public as well as its own practitioners. There is good reason to believe that the shortage of properly prepared teachers which has plagued us for so many years will soon be a thing of the past. As this happens, various procedures should be established to test the competence of candidates who apply for teaching certificates. In general, these should be pragmatic; admission to the profession should depend more on the candidate's performance before a class than on his ability to regurgitate the information in subject matter and education texts or his proficiency on written aptitude examinations. The ILC, with its many types of classes and its arrangements for facilitating observation, would be the perfect place in which a team of experienced experts from universities, public schools, and state departments of education could easily be brought together to observe a candidate's performance in a number of structured and unstructured teaching assignments

In the preceding section of this paper, we described how teachers might receive in-service education by visiting an ILC for several weeks at a time. When enrolled in programs at the ILC, many teachers might leave their students in the care of student teachers whom they had been supervising for eight or ten weeks. For the student teacher, this assignment would come as the culmination of his teacher preparation program. It would give him as realistic an exposure to the challenges of the teaching profession as it is possible to receive.

Contributions to the Education of Administrators and Other Supporting Personnel

The establishment of ILCs would facilitate the development of programs for improving the preservice and in-service education of administrators, guidance counselors, and other professionals who support the efforts of teachers in the public schools. Most particularly, provisions for orienting new administrators and counselors toward the practical problems they will face throughout their careers are almost universally weak or nonexistent. Mere attendance in graduate courses in administration and counseling does not automatically qualify a candidate to manage a school or to deal with the variety and complexity of student and staff problems. All too often teachers with no administrative experience at all are placed directly in administrative positions in which they flounder, become disillusioned, and lose the zestful and self-critical perseverance which is so central a prerequisite to the successful administration of a modern school. Similarly, guidance counselors are placed in the elementary and secondary schools with little experience in counseling or in assuming the many other roles that are expected of counselors.

An ILC, on the other hand, would provide the perfect setting in which to introduce new administrators to the demands of careers in administration. Working under the immediate guidance of the ILC director and his assistants, administrative candidates could assume responsibility for scheduling classes, supervising student teachers, coordinating bus schedules, securing and scheduling audiovisual aids, and for countless other duties for which training and experience are desirable but seldom available. Likewise, the candidates for counseling positions, under the supervision of ILC specialists, could deal with problems involving counselor relationships with students, interpretation of tests and other data, and parent conferences. In acquainting themselves with the full range of responsibilities in a rather complicated educational enterprise, candidates in administration and counseling would be less inclined to feel that one enters these fields in order to obtain an increase in salary and to escape from the supposedly less rigorous demands of the classroom. And since the ILC presumably would bring together a number of administrative and counseling interns, it would be relatively easy to organize and conduct seminars in which new administrators and counselors would analyze their problems and their progress under the direction of outstanding professionals and authorities on administration and counseling.

Still another program which might be expedited in the unique environment of the ILC would be one designed to reacquaint central office personnel with the actual problems which confront teachers, counselors, and administrators in the schools. Many central office personnel understandably have a difficult time realizing how hard it is to apply their decisions in the extremely diverse educational situations to be found in any large school district; periodically assigning them to serve in an ILC

would force them to recognize the kinds of mistakes which administrators are prone to make when their daily responsibilities become very much divorced from the immediate and pressing problems to be found at the operating level of the school or the classroom.

Contributions to the Development and Enrichment of Careers in Education

Because of the nature of their functioning, ILCs would make substantial contributions in adding new dimensions to career lines in education. In bringing together teachers and college personnel from a number of institutions and in providing a facility wherein practitioners would be exposed to the best current thinking of curriculum developers, researchers, technologists, etc., an ILC would facilitate a cross-fertilization of ideas which in turn would enhance the competency of individual educators and communicate to outsiders a sense of the complexity of an increasingly scientific profession. In particular, the program conducted at the ILC would include intensive arrangements for an appreciable number of intervisitations between teachers who would observe classes at their own as well as other grade levels. Indeed, one of the major purposes of an ILC would be to help free teachers and professors from the ruts engendered by isolation within one's own situation; for as long as teachers and professors are cut off from the stimulation provided by frequent contact with colleagues in many educational roles, they are deterred from seeing themselves as joint participants in cooperative professional activities.

The functioning of an ILC would necessitate the definition and development of a number of new or uncommon professional roles. Among these positions, which would be filled by aspiring teachers who acquired or demonstrated special qualifications for them, are the following: coordinator of class schedules; teacher education supervisor (joint appointment by universities and public schools); director of new-materials searching (joint appointment by ILC and Regional Educational Laboratories under Title IV, P.L. 89-10); intervisitation supervisor; director of student intercultural activities; supervisor of observation analysis; and master teacher of classes of emotionally disturbed youngsters.

PREPARING TEACHERS FOR INNOVATION: A JOINT RESPONSIBILITY

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Application of the electronic computer to the process of scheduling students, teachers, and facilities has recently made possible a new flexibility of the instructional program. A diversified program of educational activities for students can now be provided for in the school schedule by varying the sizes of class groups and time modules. Instructional programs of this nature at the secondary school level generally are concerned with at least four sizes of groups: large groups (90-175), laboratory or medium groups (30-50), small groups (12-20), and individual or independent study (1). Class periods may be as short as 20 minutes or as long as 95 minutes or more. Research reports indicate that there is no educational advantage to be gained by varying the sizes of groups unless different techniques of instruction are employed. To make maximum use of the potential in this means of schedule-making, the methodology and activities of the instructional process should be varied according to the size of group and the time segment involved. Such differentiation in the types of activities engaged in by students suggests a wide differentiation in the types of teaching tasks and responsibilities of teachers.

It is the purpose of this proposal to (a) examine the problems associated with preparing teachers to satisfactorily assume this changed role created by the new programs, and (b) suggest a way for colleges and public schools to share the responsibility for preservice and inservice programs which will prepare teachers for this role. The proposal is not restricted to consideration of instructional programs in which the computer has been employed to generate the schedule but is intended for application in most situations where moderate to maximum variability of class size and flexibility of class time has been achieved and the role of the teacher thus has been altered significantly.

Traditionally, the instructional program of the secondary school has been premised on the assumption that the needs of each student can be met in a classroom with twenty-nine other students and one teacher who is qualified to provide the diverse activities required within the framework of a schedule of 55-minute periods. Teachers are taught to teach and are expected to teach by methods which lend themselves to one-way communication between teacher and thirty students. While not necessarily consistent with the educational theory espoused, the techniques learned by prospective teachers tend to prepare them to be the dominant character in the teaching situation. They are trained to convey facts, information, ideas, and concepts to the students in groups of thirty to thirty-five, with any student participation generally confined to a well-controlled situation. These conditions are altered drastically by many of the new programs.

The new flexible programs employing groups of various sizes require that students and teachers assume different roles in the instructional process as the objectives, the sizes of class groups, and the educational activities change. The range in size of class groups extends from the large group in which the communication is almost entirely one-way from teacher to student, with minimum participation by or feedback from students, to independent study in which the teacher has very little direct involvement except in a consulting role and the student assumes almost the entire responsibility for the learning activities. As the main focus of the educational process shifts from the classroom with a teacher and thirty students to the highly differentiated program, an entirely new set of activities becomes possible, with resulting differences in the roles of teacher and students. As the teacher becomes responsible for the planning and execution of this new range of activities, a much wider range of teacher competencies is also demanded. The techniques developed for conveying information to thirty students while attempting to "involve" them as much as possible under the limited circumstances are not adequate when the sizes of the groups vary and the range of possible activities is increased significantly.

As a general rule, when schools move into the programs which provide the greater flexibility, teachers find themselves playing it by ear as they develop techniques of instruction for situations with which they have not been familiar previously. Seldom are the results of these processes of trial and error recorded in great detail so that successful techniques may be made known to others who may be embarking upon similar programs.

(It is true that many articles about these programs have been published in various educational periodicals, but they are almost universally devoid of reference to specific techniques employed by teachers in the day-by-day operation of the programs for which the administrative organization is described in agonizing detail.)

If programs of this nature are desirable—and most schools that have given them a thorough trial testify that they are—all the resources available should be brought to bear on the problem of implementing the programs in as many other schools as feasible. One of the greatest resources for widespread implementation of instructional innovations is and should be the various institutions for teacher education. As of this date, however, very little in the way of direct experience with varied kinds of teaching activities is being included in undergraduate programs of teacher education. Such techniques as team teaching, flexible scheduling, and independent study are described and discussed in the college classroom, but little is done to prepare prospective teachers to successfully employ these techniques in a school situation. If any sort of educational technology is to become universally applied, new teachers entering the field must be trained in its application, i.e., it must be included as an integral part of the teacher education program. If it is to be truly an integral part of his education, opportunities must be provided for the prospective teacher to observe and participate in activities employing these techniques.

Short of having colleges base their programs upon similar objectives and put into practice some of these very techniques in college courses (Heaven forbid!), the most likely way for the teacher-to-be to encounter elements of such programs is to observe them in action in a nearby secondary school or participate in them during the student-teaching experience. Lack of a sufficient number of schools, properly located, which can be made available for students in teacher education programs is the most serious roadblock to making such experiences available. Formerly, institutions for teacher education attempted to accomplish this by the operation of laboratory schools. But as the enrollments in teacher education increased and the costs of operating the laboratory schools became greater, many of them were closed and those that remain provide only observation experiences for college students. The student-teaching experience generally must be obtained in public schools. Thus, the quality of that most important phase of teacher education is determined almost entirely by the quality of secondary school programs that "happen" to be available to the colleges for this purpose.

With the pressure and responsibility that are presently being placed on education, teacher education institutions can no longer afford to contribute so generously to the "cultural lag" by allowing the quality of their programs for preparing future teachers to be limited by an educational program over which they have no control. In other words, they must begin to overtly exert some leadership and take the responsibility for instructional innovation in the schools of the geographical area which they serve and which serve them by taking their student teachers. There must be an extension of the partnership concept which the colleges have for so long used to gain the cooperation of public schools in providing student-teaching stations. Just as school systems should share in the responsibility for the preparation of future teachers, so should colleges be utilizing the talents available to them, in cooperation with the talents within the schools, to promote, plan, implement, and evaluate educational innovation within these schools. This is not the type of one-way plan it may at first glance appear to be but is intended to be a truly cooperative venture resulting in widespread improvement of instructional programs as well as the strengthening of teacher education programs.

The plan proposed is for a voluntary agreement between the public schools and the college. The crux of the agreement would be that the schools would make available a given amount of the time of certain teachers, supervisors, and administrators for the coordination of the student-teaching program in that district, and the college would agree to grant faculty status for these persons and pay the portion of their salaries equivalent to the time devoted. In addition to providing for these joint appointments, the agreement should also include the provision of certain services from the college, such as assistance with in-service programs and consultant services for programs of instructional improvement and innovation.

The first and most obvious benefit of such a plan should be the strengthening of the student-teaching program of the college. Although the persons receiving the joint appointments are not full-time coordinators of student teaching, they are in their school district full time and they can be on call and much more readily available to administrators, cooperating teachers, and student teachers should any questions or difficulties arise. Much more assistance for those who need it and better coordination of the programs within the various districts should result. Travel time and expense between the college and the schools would be minimized.

Having persons on the staffs of the public schools who simultaneously hold rank on a college faculty should open up considerable possibilities for in-service programs and for planning for new programs. By careful design and prior arrangement with the college, in-service classes and workshops intended especially to benefit the district's instructional program could be directed by these people and college credit could be given the participants. Extension classes are presently used to accomplish some of these same objectives, but these often fall short of the goals when they are taught by resident faculty members who cannot possibly sense the needs and urgencies of the district and its teachers.

The consultant services which the college agrees to provide the school district literally make available to the schools the full resources of the college. As greater resources are made available for the process of planning for the improvement of instruction and innovation, the greater are chances that a significantly better program will evolve. When this occurs, the benefits are dual: the quality of the district's instructional program is increased and the student-teaching program is strengthened.

Additional side benefits would seem to accrue to the college and its teacher education program through such a plan. Having qualified public school personnel available for part-time and summer teaching would add considerably to the vitality and realism of the program. Further, the constant involvement in the inner workings of the instructional programs of the schools by regular members of the college faculty should also add some vitality to the program, plus the expectation that it will be in tune with the times as far as the latest educational practices are concerned. By observing and participating in the development of plans for innovations, there is a chance that college faculty members may see ways to adapt some of the ideas to improving the college program of instruction.

This proposal has included only the most essential elements of a plan to bring colleges and school districts together into a truly cooperative endeavor, assuming somewhat equal responsibilities for the total process of education, from the preparation of the prospective teacher to the development of the instructional program. Piecemeal attempts at cooperation *have not and will not bring about the necessary* strengthening of the educational program. In this respect, the two institutions must recognize the common purpose and throw all the resources they have at their command toward the pursuit of this purpose. As is always the case when two agencies or institutions come together to work for the common good, both will experience some "loss of sovereignty," but the resulting improvement in the educational experiences of young people should be ample justification for such discomfort.

IMPROVING TEACHER EDUCATION: A PROPOSAL FOR "RE-EXPERIENCE"

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This proposal seeks to improve the field of teacher education by providing opportunities for certain college professors of education to return to elementary or secondary school teaching for a year in order to gain "re-experience."

Professors of education are too often charged with not practicing what they preach, and too many are guilty as charged. It is easy to find professors of educational methods who lack recent relevant classroom teaching experience in the public schools for which they are preparing teachers.

Many "experts" left the public school classroom to pursue advanced degrees and have never returned to test firsthand the validity of what they have learned. (It may even be that the same thing happened to *their* professors, thus laying bare the charge that they may come from "a long line of bachelors.") Also, there is considerable evidence that the children of today have some characteristics which were not present in the generations which were taught years ago by today's "experts." There are many professors who have not taught children or youth since the advent of television and since Sputnik helped create intense pressures on children to achieve superior performance.

The Proposal

It is proposed that college professors of education who teach methods courses be given an opportunity for a "re-experience" in teaching, that is, a chance to return to elementary or secondary school teaching in order to test the theories, apply the principles, and use the methods which they recommend in their college courses.

Assumptions

The basic assumptions of this proposal are:

1. That there are and should be college professors who have as one of their central concerns the question of how teachers are to teach.
2. That college professors of methods—whatever their title—should present themselves in a role which is similar to the

professor of surgery at a medical college, that is, as a practitioner—one who regularly performs the "operations" which he discusses with his students.

With respect to the first assumption, it may be well to establish in advance that this proposal differs sharply from the clinical professorship, proposed by Dr. Conant and others, which seeks to make college professors out of classroom teachers. This proposal seeks to make more competent teachers out of college professors.

There is in some quarters an effort to shift the learning of methodology away from the college. However, there would seem to be a need, at every institution which prepares teachers, for professors who teach courses dealing with how children should be taught in the public schools.

With respect to the second assumption—the regular performance of the operations discussed—it is important to note that this proposal does not stipulate that all professors of education should be able to perform in the same manner. The important fact is that *some* professors can and should be given opportunities to return to the regular classroom. At present there are no adequate provisions to permit them to do this.

Implementation

Three ways of implementing this basic proposal are outlined briefly in the following paragraphs. Any variation or other ways of accomplishing the basic goal would of course be welcomed; these three are intended to elaborate some of the possibilities in light of the present situation in colleges and universities.

1. *The Professor of Applied Learning.* There may be established at interested colleges a special professorship to be held by some experienced and competent college professor and classroom teacher. His assignment will include the teaching of children or adolescents for a portion of his time and the teaching of college classes concurrently. Endowments could be sought for a chair of "applied learning" or of "educational methodology," and the holder would teach at an elementary or secondary school.

2. *The Teaching Sabbatical.* There may be established an arrangement whereby appropriate professors would be assigned a special "teaching sabbatical leave" during which they would be assigned to the teaching of regular elementary or secondary classrooms. The college funding required for the teaching sabbatical would not be excessive, because the individual would be earning a salary at the public school and the college would be obliged to pay only the difference between the two salaries. (In the event that the public school salary exceeded that of the college, some equitable adjustment could undoubtedly be arranged.)

3. *The Foundation or Federal "Re-experience" Grant.* It would appear to be appropriate to the purposes of many foundation grants and of certain federal grants that funds be provided to support activities which give experience to persons who are, perhaps, rusty with respect to their practical experience. In the past there has been foundation as well as federal support of travel and study for professors who seek to sharpen their perspectives and their skills. The program proposed here could be considered as a kind of natural extension of grants already available.

General Policies

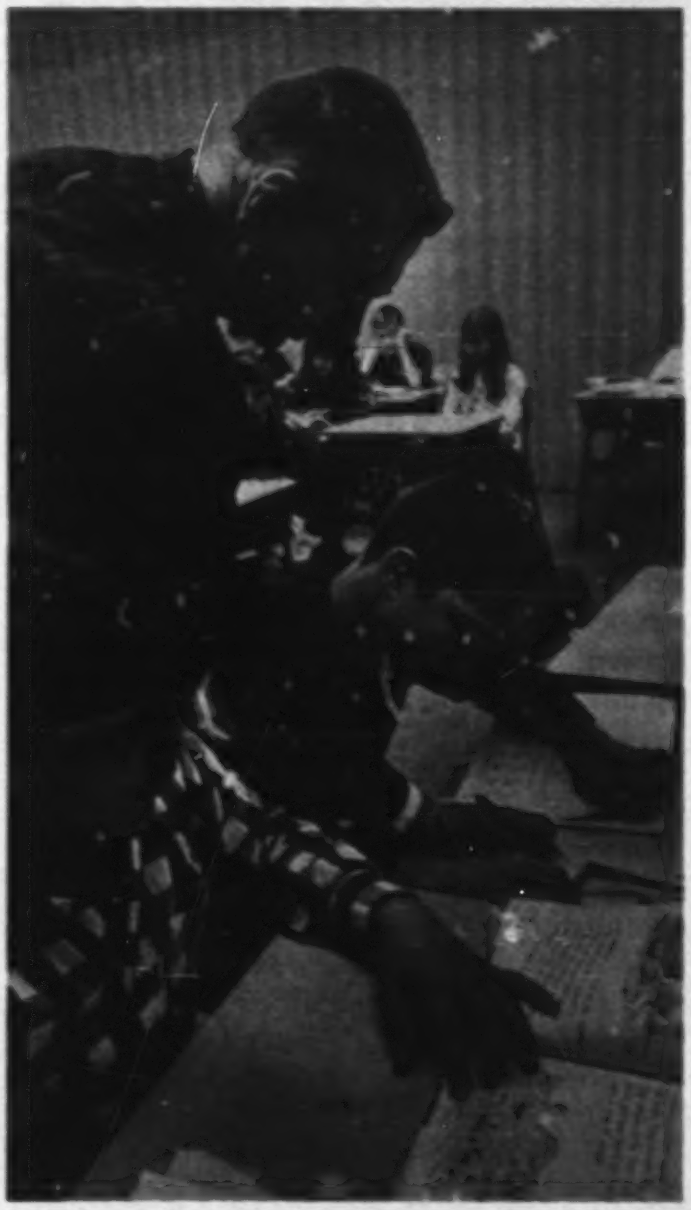
A. College Arrangements

Regardless of the types of implementation or the source of funds, each program should provide at least the following:

1. Arrangements whereby the assignment is considered to be a part of the "regular duties" of the participant, thus assuring that, regardless of hours spent off campus, the professor is retained as a full-time employee for purposes of salary, promotion, tenure, sabbatical leave, and all other matters relating to continuous employment with the college.
2. Arrangements whereby the salary which would be paid by the school district is redirected to the college in which the faculty member is continuing as a full-time employee on full salary.
3. Arrangements which provide a small budget to allow for such things as transportation costs or other expenses incident to this particular assignment. This should also include, but not be limited to, such matters as the purchase of materials which the professor particularly desires to use in his teaching which are otherwise not available.
4. Arrangements to allow a broad measure of freedom for the participant to select the school and the conditions which offer the best opportunity for the experience sought. Specifically, each participant should be permitted to decide at least the following:
    a. Which college courses, if any, he will teach concurrently.
    b. Whether or not he will allow visitors to his class.
    c. Whether or not there will be any recording by audio or video tape of any of his classes.
    d. Whether or not he will have student teachers, teacher aides, or other help which may be available in the school in which he is to teach.

B. Selection of Candidates

Candidates for positions should be selected on the basis of their potential growth through such a program. Decisions in all matters considered under A should not be factors which influence the selection of one candidate over another by those who screen applicants.



A PROPOSAL FOR A SUPERVISED INITIAL TEACHING EXPERIENCE

Imogene Forte ■ Assistant Professor of Education ■ George Peabody College for Teachers ■ Nashville, Tennessee
Gilbert Shearron ■ Assistant Professor of Elementary Education ■ George Peabody College for Teachers ■ Nashville, Tennessee

Amid today's severe criticisms of the entire approach to educating teachers for America's boys and girls, the supervised initial teaching experience appears to be the one phase of teacher education considered valuable by both lay and professional critics.

In discussing the controversy concerning educational methods courses, Dr. Conant has emphatically stated the educator's point of view: "Given the disagreements among experts, however, few of those in leadership posts would attempt to specify precisely what instruction should be required, except for *practice teaching* on which there is general agreement."[1] A magazine editorial just as dramatically presented the layman's impression as "hardly anybody wants to do away with 'method' instruction altogether; on the contrary, practice teaching courses are extremely valuable."[2]

Actually the teaching internship was introduced as an important part of the elementary school teacher's preparation more than a century ago. Most educators feel, however, that it has not yet been nurtured and developed to its optimum effectiveness as an integral part of the professional teacher education program. The too-well-understood reasons for this sad state of affairs include (a) the lack of time to teach *everything* the prospective teacher needs to know in four years, (b) insufficient funds, (c) the shortage of well-trained supervising teachers and college supervisors, and (d) underdeveloped channels of communication among the student teacher, supervising teacher, and college supervisor. While a supervised initial teaching experience, then, is perhaps the one facet of teacher education accepted by everyone concerned as vital, most present programs are considered insufficient in both quality and quantity to launch the neophyte teacher on a successful career.

This proposal is for a program for elementary teachers designed to attract the more able student to a teacher preparation commitment which would provide a full three-year supervised initial teaching experience resulting in the attainment of both B.S. and M.A.T. degrees. The basic assumptions undergirding this program as well as the framework for its design are not original with the authors of this paper.

[1] Conant, James B. *The Education of American Teachers*. New York: McGraw-Hill Book Company, 1963. p. 27.

[2] "Why Teachers Can't Teach." *Life*, March 22, 1963, p. 4.

The assumptions have been drawn from a proposed design accepted after seven months of deliberation by the Division of Education of George Peabody College, under the chairmanship of William Drummond.[3]

Ernest O. Melby very fittingly has said: "Perhaps the most signal failure of much of American education is its failure to help students to see that they are in effect creating their own environment for growth, that they are engaged in their own education."[4] In keeping with this line of thinking, the following assumptions are used as a basis for this proposal:

1. A person tends to change his perceptions or his value orientations when he is personally involved with ideas, personally involved in the program, personally involved with his fellow students, personally involved with his chosen profession, and for the prospective teacher, personally involved with children. He needs to be personally identified with a group that is both psychologically (or emotionally) supportive of him as a person and intellectually (or rationally) challenging to his ideas or viewpoints.
2. Learning is most meaningful when it is organized around problems and experiences which are perceived by the learner to have meaning. A good portion of an educational experience should provide learning experiences organized around perceived problems and concerns covering a wide spectrum in areas such as humanities, social sciences, natural and physical sciences, etc.
3. Methods of teaching are best learned in conjunction with actual personal experiences.

[3] Peabody Teacher Education Program Design. A Proposal.

[4] Melby, Ernest O. *The Teacher and Learning.* Washington, D. C.: Center for Applied Research in Education, 1963. p. 69.

4. Before and after students are admitted to the teacher education program, there should be enough flexibility so that the individual needs and interests of students can be cared for.

The unique feature of the proposed program involves the assignment of teams of ten beginning teachers to a supervising career teacher in a school system for help and support during the first two years of teaching and follow-up the third year by the sponsoring college. In this program the college proposes to follow neophyte teachers for their first three years of teaching and to provide support and services for their continued professional growth and development. This phase of the program begins when the neophyte graduates with a B.S. degree in elementary education.

The degree-granting institution would arrange for the placement of teams in selected public school systems. Preferably the placements would be in five or six schools in the system. The schools would pay the full salary for a beginning teacher to the neophytes, who would fill classroom positions just as any other teacher. The public schools would agree to release one career teacher to work with a team of ten neophytes for a period of two years. This career teacher would be selected by the public schools with the approval of the sponsoring college. He would be charged with providing the support and leadership necessary to give the neophytes the push needed for initial success and to provide incentive for continued growth and development. His salary would be paid by the sponsoring college.

The career teachers would come to the campus of the sponsoring institution during the summer prior to the beginning of school in the fall. One week would be spent with the staff of the institution in discussing programs, expectations, and the assumed strengths and weaknesses of the neophytes. A second week would be spent getting acquainted with the neophytes and establishing relationships and understandings. Career teachers would return to the college campus three times during the school year for feedback sessions, and personnel from the college would visit the school systems three times a year. This would enable the college to make certain adjustments in its program as evidence warranted. Also, a research design would be set up to gather data on the effectiveness of the program.

A career teacher would work directly with ten neophytes. This would include:

1. Working extensively in the classrooms of the neophytes during the first months of teaching, including observation and perhaps some demonstration teaching. A major role here would be getting the class organized, providing suggestions and support to make the neophyte feel comfortable.
2. Holding weekly seminars for the total team. Seminars the first year would be directed toward solving problems and developing skills, the second year toward developing materials. Resource persons would be brought in to add to these sessions.
3. Arranging observation experiences and follow-ups.
4. Providing sessions of an informal nature that would give opportunities for catharsis for all group members. It is hoped that this arrangement would help everyone to help each other.

At the end of the two-year period the career teacher would return to a classroom in the school system. The third year of support would come entirely from college personnel. Three visits would be made during the year. This would enable the college to maintain contacts and to continue to provide support and services.

The master of arts in teaching would come after the following arrangement as far as time is concerned:

First year of teaching, seminar credit,
8 quarter hours
Summer school program, course credit,
16 quarter hours
Second year of teaching, seminar credit,
8 quarter hours
Summer school program, course credit,
16 quarter hours

At the conclusion of the second-year summer school program, the neophyte would be awarded the M.A.T. degree.

Apparently many public school systems would be willing to participate in this plan since it would assure them ten competent beginning teachers with a better than average chance for success. Their only cost would be the salaries of the neophytes which they would pay anyway. Other expenses, such as travel, would be taken care of by the teacher-training institution. This program could be initiated by the college's committing the necessary funds or securing funds elsewhere. Foundation support and federal assistance offer two avenues for funding.

A program of this type could be field tested with two teams in two school systems. Other graduates could be used as a control, thereby giving the opportunity to gather some data as to its effectiveness. The study would of necessity have to be longitudinal. Outcomes to be tested would be successful teaching, retention of individuals in the teaching profession, attitudes toward teaching, etc.

Questions and Issues

Would it be advantageous to the student to provide an in-depth study in an academic discipline as part of this program?

How would seminars be organized for maximum exposure of neophytes to ideas and opportunity for personal involvement and exploration under the competent guidance of qualified college leadership?

What criteria would be used (and by whom) for selecting the career teachers from the public schools to function as supervising teachers during the internship years?

What training or orientation would be provided for the career teachers to prepare them for this assignment? Would they receive salary increments while functioning in this role?

Would the program prove beneficial to the public schools involved in any way other than providing help for the intern teacher?

Can we provide a teacher education program attractive enough to cause the more capable student to become committed to an internship as part of his required professional training?

PROPOSAL FOR A DEMONSTRATION PROJECT UTILIZING PART-TIME TEACHERS IN THE PUBLIC SCHOOLS

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Jean Sampson ■ National Director ■ Catalyst in Education ■ Lewiston, Maine

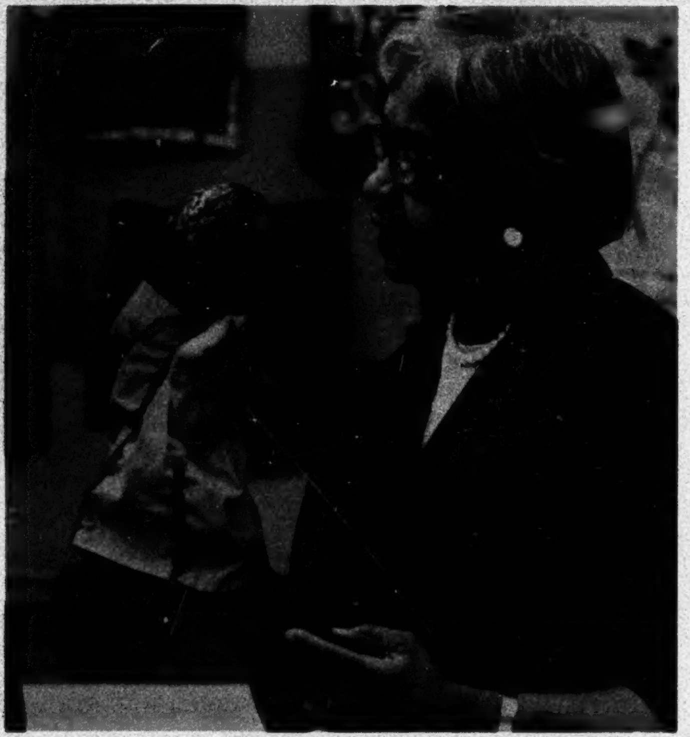
The need for qualified and talented teachers is one of the most urgent problems of education. Expanded and improved teacher education programs, revision of minimum salary laws and salary scales, renewed emphasis on the importance of teaching, and a variety of other steps have been taken in recent years to increase the quality and quantity of teachers available to the public schools. However, shortages of qualified teachers still exist in many areas of the country.

Where will the teachers come from who will be needed to staff the rapidly expanding programs designed for preschool and in-school children and the programs for adults made possible by the Elementary and Secondary Education Act and the Economic Opportunity Act?

One source of teachers that is relatively untapped is made up of college graduates who are not free to accept full-time teaching assignments but who are eager to teach part time. Many of these persons are experienced women teachers who stopped teaching after marriage or childbirth. The assumption of home responsibilities after marriage or childbirth is the major cause of teacher loss today. Robert N. Bush of Stanford University wrote recently that more than half the teachers who receive certificates upon graduation from college in June are not teaching two years later and that over half of those teaching in their first year do not intend to be teaching five years later. Many in both these groups of trained teachers are young married women who are not able to assume full-time teaching assignments while their children are young. If these women could teach on part-time schedules, their skills and knowledge would remain up to date and it is likely they would return to full-time teaching later on.

Many of the others in the group available for part-time teaching assignments are women college graduates with family responsibilities who did not prepare for teaching while in college but who are now interested in entering the profession. Some of them have teaching certificates; others would be willing to secure the additional preparation needed for certification if they could anticipate part-time assignments.

The Maine State Department of Education and Catalyst in Education recently conducted a nationwide survey on the part-time assignment of women in teaching. It included school districts representing 27 percent of the nation's total public school enrollment. The survey disclosed that 42 percent of the school districts surveyed are now employing women part-time teachers and that over 70 percent of the districts intend to use part-time teachers in the future. Little is known about part-time teachers, however. Little research has been undertaken concerning their effective utilization in elementary and secondary schools. How many teachers are available to serve as part-time staff members? What positions can they fill most effectively? Are they equally effective at all grade levels? How do superintendents who currently employ part-time teachers eliminate any inconveniences that develop? What innovative roles can be devised for part-time teachers in the rapidly changing schools of today and tomorrow? These are some of the questions that the proposed demonstration project would attempt to answer.



Objectives

The demonstration project would be expected to achieve five objectives:

1. To stimulate teachers, school administrators, and academicians in the field of education to explore and assess the role that might be played in the public schools by part-time teachers.
2. To devise a variety of assignments that could be delegated to part-time teachers.
3. To observe and evaluate the success with which part-time staff members carry out different kinds of teaching assignments and to observe reactions to part-time teachers of administrators, supervisors, full-time teachers, and students associated with them in ten pilot school systems where specific part-time jobs are defined and filled.
4. To determine the quality and quantity of the supply of experienced teachers and liberal arts graduates who have recently become certified and who are now available for part-time positions.
5. To create an awareness in the community at large of the contributions that well-qualified part-time teachers can make to the public schools.

Procedures

1. The services of five educational specialists will be secured to provide preliminary definitions of the roles that could be played by part-time teachers, roles that would serve to improve the quality of school programs.

2. Ten school systems will be invited to participate in a demonstration project to determine the contribution that part-time teachers could make to the schools. It is expected that the ten systems selected will vary in their geographic location, size, rural or urban character, socioeconomic status, and oversupply or un-

dersupply of qualified applicants for full-time teaching positions.

3. Each of the ten participating school systems will hold a workshop to explore the roles part-time teachers could play. The workshops will be attended by full-time teachers, administrators, and representatives of teachers organizations. The possible roles for part-time teachers suggested by the five specialists will be submitted to the workshop participants for their discussion and criticism. The participants will be encouraged to develop additional ideas concerning the possible contributions of part-time teachers. They will be urged to carefully define the teaching process and to consider what teaching assignments now assumed by full-time teachers could be assumed by part-time teachers. They will also be urged to consider how the addition of part-time teachers to a full complement of full-time staff members could enhance the learning opportunities offered to students.

Each workshop would agree on one or more teaching assignments that could be carried out by part-time teachers in that school system. These assignments might be all of one kind or they might be of several different kinds at different grade levels.

The inclusion of full-time teachers in the decisions to be made concerning the use of part-time teachers is essential to the success of the project since they will be working closely with the part-time staff.

4. The administrative staff will make the final decisions concerning the number of part-time teachers to be employed and the nature of their assignments.

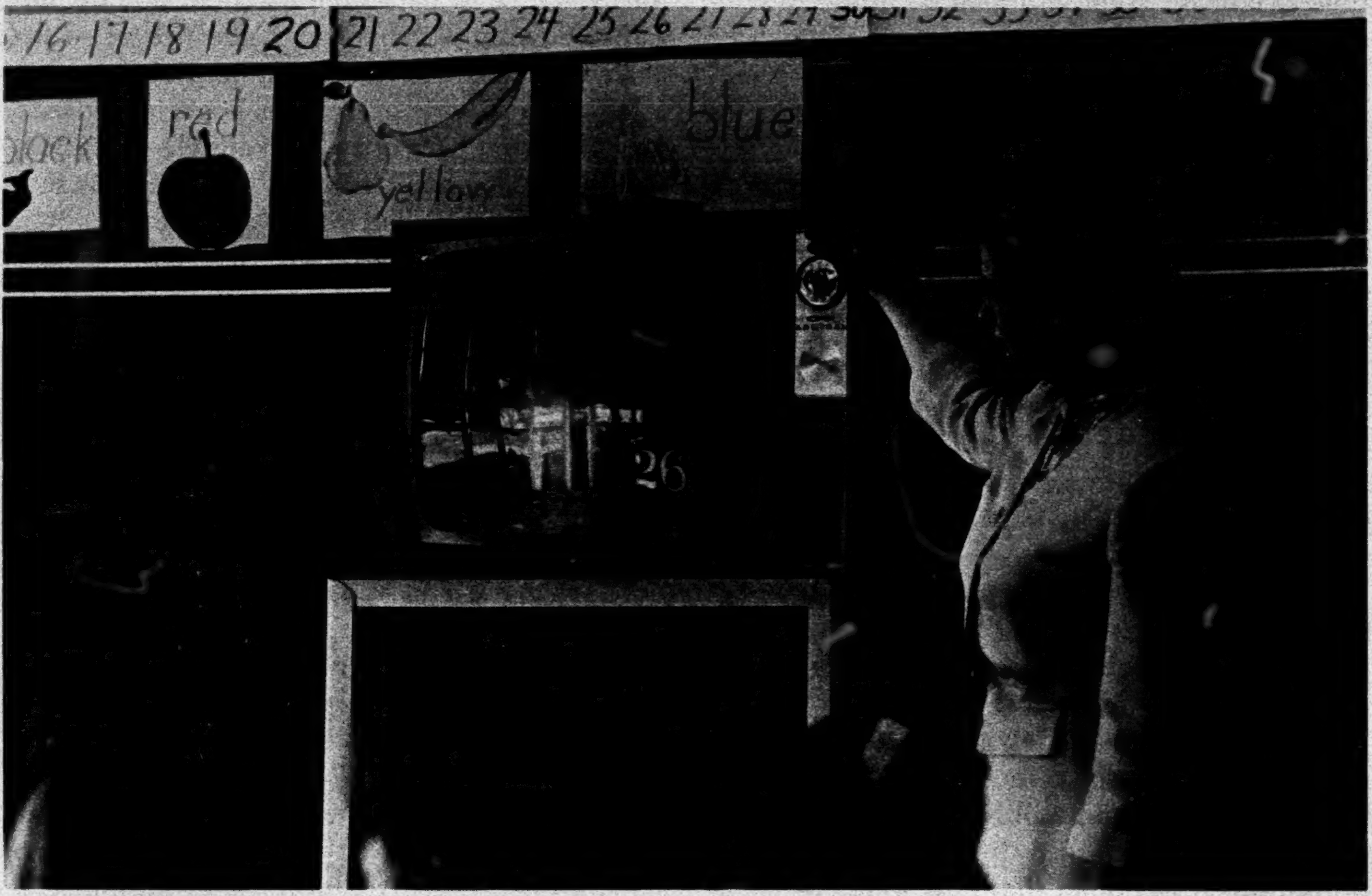
5. A two- or three-week orientation program, developed and conducted by the staff of the local school system, will be held for part-time teachers shortly before the opening of school in the fall. It is hoped that new kinds of training programs, probably continuing through the academic year, will be developed for those college graduates with no previous classroom experience. For example, it might be possible for two part-time teachers, one a novice and one an experienced teacher, to share one teaching position, thus enabling the experienced teacher to provide much of the guidance and supervision needed by the beginner.

6. The selection process and the performance of the part-time teachers during two school years in each of the ten participating school systems will be observed and evaluated. Since the reactions to part-time teachers of full-time teachers and supervisors will be decisive factors in employment of part-time staff members in the future, evaluation of the performance of part-time teachers will be partially accomplished through the use of rating scales and questionnaires to be distributed to full-time teachers, principals, superintendents, and other supervisory personnel. Questionnaires seeking evaluation of part-time personnel will also be distributed to students. It is expected that a reasonable number of part-time teachers will be assigned to fill one or more roles in each school system and that they will be randomly assigned to schools within the system, thus making possible statistically significant conclusions concerning their effectiveness.

In addition to the use of questionnaires and rating scales, selected part-time teachers, full-time teachers, and supervisory personnel will be interviewed. It is hoped that the interviews will produce some answers to such questions as: What arrangements are made for part-time teachers to assume extracurricular responsibilities? Is there a limit to the proportion of staff that can be part time before administrative problems become significant? How are scheduling problems minimized by administrators who use part-time teachers successfully? How may the part-time teacher be encouraged to consider herself an integral part of the school staff? What factors encourage full-time teachers to regard part-time teachers as co-professionals. When does the part-time teacher do her planning with full-time teachers or with other part-time teachers with whom she shares responsibility?

The part-time teachers will also be evaluated through research to determine their effect on students. For example, students' growth in those classrooms in which two part-time teachers are sharing one assignment will be compared to student performance in classrooms to which one full-time teacher is assigned. Students' gains on achievement tests, their attitudes toward school, their degrees of adjustment, and other pertinent factors will be compared. Similarly, student growth in those classrooms to which a part-time teacher has been assigned to assist a full-time teacher or to bring a specific additional learning experience will be compared to that in classrooms which have not been assigned a part-time teacher.

7. A report describing and evaluating the entire project will be prepared and disseminated to school systems throughout the country. The report should be helpful in aiding school systems to employ effectively the additional part-time teachers who will be added to school staffs in the future.



THE SEATTLE TEACHER PERFORMANCE APPRAISAL PROJECT

Harry L. Garrison ■ Supervisor of Teacher Training ■ Seattle Public Schools ■ Seattle, Washington

In the fall of 1964, the Personnel Division of the Seattle Public Schools asked building principals to critically examine performance evaluation procedures within each building which produced the "Teacher Service Appraisal Report"[1] required for selected teachers each spring. Principals focused their analysis on three basic evaluative questions:

1. **How do we define the abilities expected of the Seattle teacher? How should we?**
2. **How do we appraise performance of these desired teaching roles? How should we?**
3. **How do we use performance appraisals to improve role performance or to change role expectations, or both? To identify and correct environmental conditions which affect desired role performance? How should we?**

Using as resources the recommendations from buildings, the literature describing performance evaluative theory and research, and Seattle's operational testing of evaluative tools developed by Stanford University's Secondary Education Project, the Seattle district personnel office designed an experimental procedure which incorporated, in one package, new answers to the three "how" questions.[2]

Building principals and their faculties were offered the option of testing this experimental procedure in lieu of the traditional one during 1965-66. Both procedures were discussed within each building prior to the decision to use one or the other. Four secondary schools and eight elementary schools elected to try the experimental option.

Experimental Answers to the Three Evaluative Questions

1. *How To Define the Teacher's Role*

The experimental Seattle Guide expects the teacher to lead his class in a four-step cycle of inquiry:

Step I: How does he develop the goals of the lesson?

Step II: How does he plan strategies and organize the class to carry them out?

Step III: How does he act to fulfill his chosen plan?

Step IV: How does he evaluate the results, both goal achievement and costs?

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[1] "Teacher Service Appraisal Report" and "Manual for Appraising Teacher Service," Seattle Public Schools, 1963.

[2] "The Seattle Teaching Performance Appraisal Guide, Experimental Form" and "Manual for Users," Seattle Public Schools, 1965.

This cycle repeats itself for each lesson or unit as the course develops. Ten role behaviors, two in Step I, three in Step II, three in Step III, and two in Step IV, describe the leadership behaviors essential to successful teaching of the cycle:

Step I: Developing the Goals of the Lesson

1. By selecting aims which are suitable to these students, in this course, in this school.
2. By achieving student acceptance of aim.

Step II: Planning Action To Reach Goals

3. By exploring human and natural resources available in this situation.
4. By choosing a plan to use these resources in this situation.
5. By organizing the class to fulfill this plan.

Step III: Fulfilling the Chosen Plan

6. By effective control to follow the plan.
7. By efficient action to conserve resources, build morale, achieve a desirable climate.
8. By active student participation.

Step IV: Evaluating the Results of Plan Fulfillment

9. By measuring goal achievement and cost.
10. By using measurements to improve teaching and learning.

The ten abilities define a process—*how to teach, what a teacher needs to do*—in a specific classroom-teaching situation. The teacher's personality, his out-of-class activities, his philosophy of education, his knowledge *about* his subject, *about* curriculum, *about* his school community, *about* materials, equipment, tools, do not in themselves evidence great teaching. The important evidence is *how, when,* and *why* such potential resources are used and with what effects in actual classroom leadership of the four-step cycle.

Aside from serving the cycle of inquiry process, each of the ten desired teaching abilities was checked against these validity screens:

a. *Individual Psychology*. Does this teaching ability serve the self-realization of each learner, recognizing his unique potential, needs, maturation level, home environment?

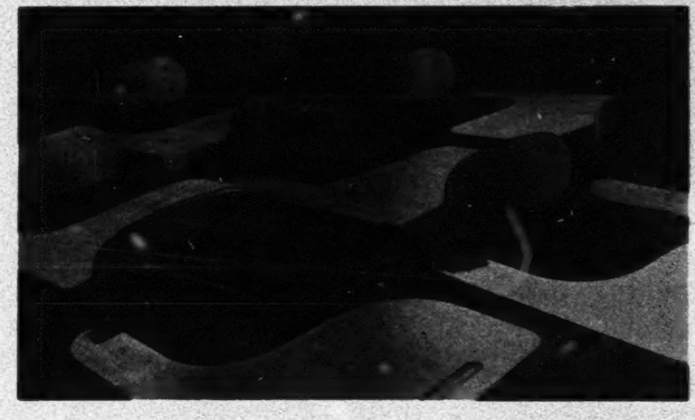
b. *Social Psychology*. Does this teaching ability develop group participation skills, attitudes, and values necessary for domestic citizenship, for morale and cohesiveness within the classroom?

c. *Lifelong Learning*. Does this teaching ability prepare the learner to become less and less dependent on the teacher, more and more able to teach himself as he faces lifelong learning in an innovative society?

d. *Operational Meaning, Role Clarity*. Can the desired ability be demonstrated in an actual class by an experienced teacher? Can experienced teachers recognize it when demonstrated?

e. *Teacher Creativity*. Does the desired behavior permit each teacher to develop his own unique style, to express his creative talents as he leads the cycle of inquiry?

f. *Role Conflict*. Is the desired ability compatible with roles expected of building principals, department heads, and other professional specialists serving classroom teaching?



2. *How To Appraise Performance*

The appraisal develops from the systematic observation of teaching followed by a conference with the teacher. An experienced observer watches a complete lesson, noting on an observation record evidence of the ten abilities which may be demonstrated. He then analyzes *with* the teacher the lesson observed, in a post-observation conference, focusing this analysis on the recorded evidence of abilities demonstrated. At least four observations and follow-up conferences should be made before attempting a summary scoring of each ability performance on a seven-point scale. When made by experienced observers, such summary appraisals have a reliability of about +.8 for each step in the teaching cycle.

An observation of a lesson, using the Guide procedures, takes from 40 to 60 minutes. The post-observation conference requires at least 30 minutes. To make a summary appraisal of the ten abilities will require an investment of six to eight hours by the observer.

The Seattle Guide has been designed to encourage self-appraisal by a teacher. It requires his participation as a respected professional in appraisals of his teaching by others. It encourages teachers to observe each other, using the Guide as a resource, in cooperative analysis and effort to strengthen the range of practice in their specialized fields.

The Seattle Guide expects principals to establish a "peer-vision" climate within specialized areas of teaching and to provide opportunities for this "peer vision," resulting in appraisals which remain within the specialized group or go outside at their option. The traditional expectation that appraisal is something a supervisor does *to* rather than *with* a practicing professional teacher will soon be obsolete.

3. *How To Use Appraisals To Improve Teaching*

At the post-observation conference the observer and the teacher plan together specific strategies for strengthening any one of the steps in the teaching cycle. These strategies may be action by the teacher to help himself or to help his peers, action by the principal, department head, or staff specialists. The emphasis is on specific, short-term strategies possible in the immediate future. These improvement plans are summarized in writing on the conference record. The Guide provides a copy of the observation notes and conference record to the teacher for his own use. By subsequent observations and conferences the results of planned action can be assessed.

The above improvement action occurs largely within each building. For district values, principals are required to submit a summary appraisal to the district office annually for the first two years of a teacher's employment, every five years thereafter. The observation and conference record is used. Analyses of these reports become resources in the continuing central office evaluation of district employment, assignment, in-service training, and curriculum policies.

Summary

The experimental evaluative procedure anticipates a future in which evaluative systems truly reflect the complex nature of the teacher's role. The procedure includes the continuous, intelligent examination by *practicing teachers* of the basic processes, how to teach. B. F. Skinner makes an eloquent appeal for such a system in his article, "Why Teachers Fail."[3]

John Gardner's theme that a process of "continuous self-renewal" is essential to the

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[3] Skinner, B. F. "Why Teachers Fail," *Saturday Review* 43:80-81, 98-102; October 16, 1965.

GALLERY OF ART

vitality of any enterprise serving an innovative society seems quite relevant.[4] The Seattle experimental project translates this theme into action, encouraging self-renewal as an integral part of the evaluative experience.

[4] Gardner, John. *Self-Renewal: The Individual and the Innovative Society.* New York: Harper and Brothers, 1963.

KEEPING STRONG TEACHERS IN THE CLASSROOM

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(All too often an article seems the work of an ivory-tower specialist, and I reject it with an uncomplimentary remark about his antecedents without really having a basis for such a judgment. I'd like to identify myself as a high school English teacher of the last twelve years, who has taught all curricula for technical high school boys to advanced-placement students, and who has been adviser to the school paper, large-group lecturer, teacher of creative writing, and College Board reader. I have averaged 115 students a year and had lunchroom duty every third year. My own children are now in college, high school, and elementary school, and I have never taken a sabbatical because I could never afford it.)

Why don't some talented people want to be teachers? Because its humiliating, that's why. To get and keep good teachers we have to create a teacher image that will attract capable young people instead of repelling them. A school administrator says, "There goes a wonderful young person lost to teaching. If we had offered her more money, she would have stayed." Nonsense. She left because the situation was socially intolerable. The reason superior people don't want to be teachers is that it is an automatic demotion, socially speaking.

Here are letters to an admissions director of a college that prepares elementary teachers: "Guinevere has never done very well in her studies, but she loves children. I'm sure she will make a perfect teacher." "Cressida doesn't associate with young people of her own age, but always plays with younger children. I'm sure. . . ." "Candida has really worked for her grades. For years she's done nothing but go to the library day and night. I'm sure. . . ."

This image is strong within the schools, too. A colleague of mine, talking about his daughter in college, said, "After graduation she'll teach for a few years. I think that's a good plan for a girl." He assumed, without apology, that he and I were teachers through misfortune—his the Depression, and mine perhaps an emotional disability incurred in World War II.

Professional people consider teachers as being beneath them. At a party a doctor introduced me to the head resident of his hospital by saying, "Mr. Harrer is an, uh, educator." I mercilessly contaminated the good doctor with the very infection he was trying to avoid. "Oh, no," said I, "I'm a schoolteacher."

All personable teachers wince regularly when in good company, sometimes repeatedly in one evening. "I never dreamed you were a teacher," or, "A teacher? I would have taken you for . . . something else." Such remarks are intended to be compliments. They are followed by a variety of nervous reactions, such as rapid cigarette-puffing, drink-spilling, avoidance of eye contact, and departure for some more socially acceptable companionship.

Outside the schools we have no prestige, but at least we have the satisfaction of knowing we do a good job. Don't we? No, we don't. Feeling a sense of prestige depends on feeling successful. When we are inadequately prepared, when pupil loads are too heavy or curricula are unsuitable for students, we fail, we know we fail, and the whole world knows we fail. Until we succeed we deserve no prestige.

The salaries have to be raised, and of course we are all working on that. But we are not all working on a feeling of prestige for teachers, and it is just as big a factor as money in attracting and holding good people. I am proposing that in addition to salary raises, but independent of them, there are two factors within the grasp of the profession that can improve the teacher's prestige. The first is success. Success confers a sense of self-esteem. In order to feel it, teachers must work with colleagues they respect in schools that are changing for the better, using syllabi suitable for the students they teach and teaching numbers of students that will allow the predicted educational goal to be reached. We don't have these things now.

The second source of prestige is the enjoyment, in the eyes of the community, the students, and the other teachers, of the image or semblance of importance. This requires the symbols of respect, privilege, privacy, recognition. We don't have these things now.

In comparison with other jobs having an element of difficulty or responsibility, the classroom teacher is almost laughably without the symbols of prestige. He gets no office, no phone, no name on the door, no Bigelow on the floor. A second lieutenant rates a salute, a secretary rates an hour for lunch, an assistant principal rates an office.

The teacher's prestige can be enhanced now, with the materials we have, by making it a matter of policy. School committees, administrators, teachers associations, and teachers must add the word *prestige* to their present concerns with salary and load.

You enlightened school committees, what can you do? First, provide academic freedom. A strong teacher can work no other way. Howard Mumford Jones refused to go to Texas. Good for him! You school committees are losing strong teachers if you aren't protecting their freedom to speak out. Second, dare to hire a dynamic superintendent. Dare to insist that he hire dynamic principals. Weak administrators won't hire teachers who threaten them too much; be sure your administrators can take it. Third, push the teacher up in the scheme of things, as your school system grows, by hiring more people below him and fewer people above him. Instead of hiring another administrator (see Parkinson), hire two paraprofessionals to work for the teachers you are anxious to keep and divide the instruction-related aspects of the administrative work between them. They'll have prestige; they'll tell their friends.

Ultimately, if you want the best classroom teachers, you must have schools which are teacher-governed, in the tradition of the college faculty. Start now to hire the teachers who will become the nucleus of such a faculty, and when the word gets around that you mean business, you'll have career teachers coming from everywhere.

May I speak directly to the administrator about a teacher's prestige? Sir, if you want to keep a superior young teacher, you've got to get some other superior young teachers at the same time so there will be people for him to work with and talk to. They'll probably have some funny ideas and be critical and talk back. Will you be able to use their energy, or will they be frustrated?

Don't allow promising teachers-in-training or first-year teachers to fail. Don't give them the tough classes and unsuitable materials that even experienced teachers aren't getting across to those kids and then wait to see what will happen. Why wait? The outcome will be that you will lose those new teachers. Moreover, to keep your experienced teachers successful you must match curriculum, students, and teacher. If you take a well-trained mathematician and give him students who need a keeper and a math syllabus that has nothing to do with their futures, he can't leave because he's on maximum and has kids in college, but he can die of shame and from his deathbed warn all his friends not to teach in your school.

Use this word *prestige* as a test of your practices. At present the teacher is little encouraged to feel important. He is interrupted by the public address system at the crucial moment of his lesson, he is requested to read notices during his lesson, students are summoned from his class during his lesson. He is not consulted on issues of importance to him about which he has firsthand information. He feels throughout the school an emphasis on programs conceived by someone unknown to him, utilizing materials purchased without his opinion. Matters of school policy are announced to the newspapers before they are announced to him, and in general, by word and deed, every per-

son and every practice implies, "You are a classroom teacher, therefore you are of little importance in the scheme of things." Find ways to alter these conditions, or the good teacher is driven away. Only a thickskull or a Milquetoast could put up with them.

On the positive side, to keep good teachers feeling important, let them see that they are going places. You must offer them interesting courses to take and additional jobs within the system that make use of their special talents. You must devise some way for a powerful teacher to advance in status and income without leaving his classroom. Then teachers and others will feel the job has prestige.

Officials of the NEA, attention! The responsibility of the NEA is the most essential of all. The NEA will give the job prestige when it excludes from teaching those who are not superior. It is well known that if a high school girl can't get into a good college, she can always go to a teachers college. This situation undermines the position of every person now teaching. A student considering teaching as a career consigns himself to this also-ran category. I wonder if I could ask it of my best students. The NEA must declare such teachers colleges substandard and attack them by every known means until admissions standards are raised and training and supervision are adequate. Teaching will have prestige when its standards are higher than those of other jobs, not lower.

The NEA can help with the simpler problem of the symbolic aspects of teacher prestige by continuing to emphasize the new image of the teacher as a polished, intelligent person, exemplified in its officers and in its publications.

Perhaps this publicity could include a handbook of manners for teachers and administrators: how to handle a situation tactfully, along with an explanation of how the situation affects the teacher's prestige. I have seen a careless tongue or ignorant behavior on the part of another teacher or an administrator render a teacher utterly frustrated, stammering with rage and indignation. These improvements don't cost money. They scarcely cost any effort.

Now let me address the teachers. You must start taking more responsibility if the prestige of teaching is to attract and keep the best people. Insist upon being successful. Fight the curriculum that is unsuitable for your students, fight the class load that makes it impossible to succeed, protest the practices that interrupt your instruction period. As long as you claim to be a teacher but are actually a baby-sitter, as long as you say you are teaching English or French or math but you know in your secret heart that too little gets across to too few, you are going to feel guilty and inferior, not proud and important. Define your job so you know what you are trying to do, and then let your administrators hear about it if it can't be done. It will build your prestige in your eyes and theirs. It will earn the respect of your student teacher. It will enable some other good teacher to hang on.

Start thinking of your school as teacher-centered. The children are only in your grade a year; you are that grade for twenty-five years. Administrators get promoted; as they come and go, you are the school. Are you a bigger person, with more prestige and authority each year, preserving more of the tradition of the school? Are you handling more of the responsibility for decisions about matters of instruction? Are you adding to your knowledge through additional training paid for by your school? If not, you are letting them take your school away from you and weakening the prestige of teachers everywhere. It isn't only a matter of work, either. Attitude counts. You must be willing to take a little risk in order to raise the importance of teachers generally. Every time a superior teacher comes into your school or your department you are threatened. Can you take it? You've got to if you want the name "teacher" to earn an elevated sound. Think of your improved faculty pulling you up in the world's eyes rather than one individual pushing your status down within the little faculty group.

Those are the big things. What about the little things? Every time you cut a corner you are loading the consequences of that unperformed duty onto the conscientious teachers. If they get discouraged and leave, your prestige is threatened by the fact that your faculty has become a faculty of corner-cutters. In your dress and in your manners, set a standard of deportment that commands respect. Let your dealings with other teachers show your respect for their feelings, for their time, for the inviolability of their instruction periods. Keep a proper formality between students and teacher. I have noticed that young teachers who try to purchase student approval through fraternization do not stay in teaching, or to put it more accurately, never were in teaching, but leave the rest of us the debris of their picnic. Keep your students out of the teachers' room; lend us all the weight of your supervision in the lectures, in the assemblies, in the corridors. Demonstrate in your treatment of other teachers how you expect student, parent, and administration to act.

If you look closely at the present, you will see that the following things are already happening in some places. But also look to the future. Visualize a time when classroom teachers will be responsible for all the things that are matters of instruction. They will write the curriculum, they will buy the books, they will supervise teacher preparation, they will hire the teachers, and above all, through their teachers organizations, they will set a standard of preparation and performance that will make the title "Career Teacher" a hard one to earn but an honorable one to hold.

SUBJECT SYNTHESIS AND THE SPECIALIST TEAM

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The academic world today is a society of specialists. Although the epitome of academic specialization is found on college campuses, it has spread downward through the grades and now dominates state boards of teacher certification. College credit requirements for licensing have escalated to the point where each staff member must have a strong major in a particular field. The gross effect of this in junior high school has been the rapid fragmentation of curricula into a number of small, uncoordinated packages.

When the resulting program of studies is viewed against the profile of student population, the discerning educator must perceive a number of inadequacies. These problems have arisen not only from the specialists themselves but also from a poor coordination of their talents on the part of school administrators. A new perception of the specialist role is essential to alleviate some pressing conditions.

1. When teaching is done along single discipline lines, the synthesis of subject matter is left, rather unfairly, to the student.
2. The specialist often has a false perception of content material, based on his value judgment, that a student should learn.
3. The number of specialty courses students must take each week in order to be adequately "educated" is too great a burden to place on this emotional age.
4. Teachers are extremely difficult to motivate for change if it threatens their established positions.

Overview

Any realistic solution to this cluster of problems must include the continued development of academic specialists on a staff. It must also provide for the student the synthesis of subject matter so that he will perceive the interrelationships of the disciplines. The student must face the reality of the many facets of such problems as civil rights, landing man on the moon, or the developing urban sprawl along

the East Coast. No single discipline could hope to solve any of these, yet our present organizational patterns would not permit comprehensive study of such topics in any other way.

Any transition to a new plan must occur in stages because of the difficulties inherent in any major change. The following is the first step in such a reorganization of curriculum and staff.

The proposal presented here would utilize each teacher as a "generalist" for approximately three-fourths of his teaching periods and as a member of a "specialist team" for the remaining quarter. The team approach would utilize a broad problem area, with each member presenting the elements of the problem and possible solutions as seen by his discipline. By staggering the parts of the year when the team would work with a given block of students and by varying the problem core in each instance, an individual staff member could be constantly engaged for at least part of his day in challenging and broadening academic work.

Schedules would have to be arranged so that blocks of time, blocks of students, and the specialist team would be available at simultaneous intervals of several weeks during the school year. Common planning time for the team would also be necessary.

Description of the Plan

Even with the marked development of narrow majors and interests, each teacher certified in a discipline must have sufficient courses to operate within a broader framework. A specialist in political science, for instance, should still do an admirable job in American history or civics. A chemistry major should be able to teach a course in general science, and a teacher majoring in English literature should be able to teach eighth-grade language arts. These courses offer staff personnel an opportunity to operate in the social sciences, natural sciences, and communication arts as generalists but rarely provide for use of their special talents unless they distort the content to fit their own bias.

Using only the social sciences as a model, opposition to the generalist role has developed such specialized courses as physical geography, geographical backgrounds in world affairs, classical civilizations, political science, economics, and sociology. Aside from fragmentation of the curricula, such courses lead to frequent repetition of facts and competition for available students (only the best, of course).

One solution to this would be to schedule three or more teachers to concurrent classes in "generalist" courses of the same title, such as world history, American history, or civics. A common course of study covering basic content would be presented during twenty-seven weeks of course work, scheduled for four periods of class time during each week. Since the classes would meet during the same time block, instructors could arrange for their meeting in a common room for some activities.

During the remaining nine weeks, the staff would work with the block of students for eight periods each week in depth study of some complex problem within the subject title. Civics classes could study the problems of megalopolis as they influence political structures; American history students could study the development of the civil rights movement in America and where it seems to be heading; world history students could trace the concept of liberty and equality from early civilizations to today.

Each staff member, during this nine-week depth study, would assume the role of economist, political scientist, anthropologist, sociologist, geographer, etc., as his training and interests dictate, functioning as a member of a specialist team assigned to the students. Large problem selection would be made by the team of specialists so as to present the best of content material and still utilize their talents.

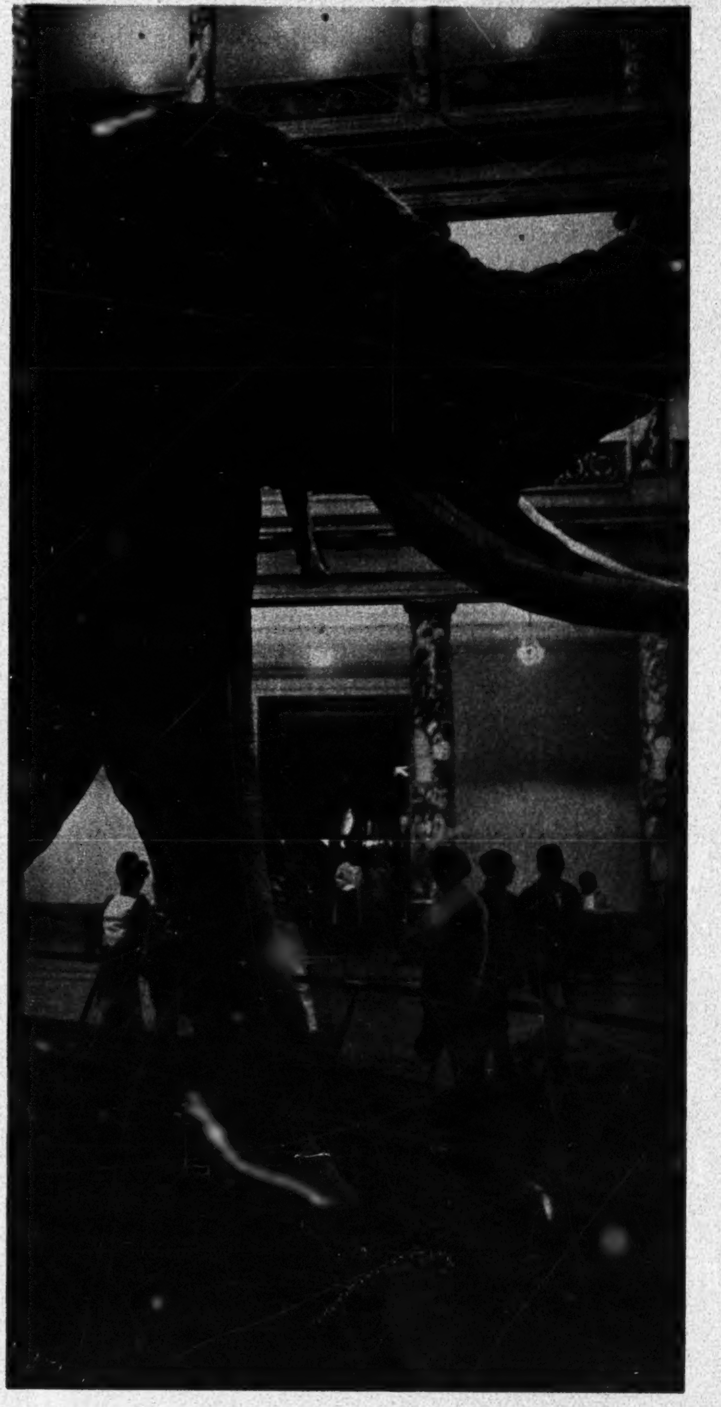
Obviously any one team could not provide thorough backgrounds on all facets of any one problem, but the availability of double periods and large numbers of students would allow many solutions to this issue. First, lay experts on certain topics could be invited to speak to the entire group or parts of it. Second, the long class period would provide time for extensive field trips and the use of AV materials on special aspects of the problem. Third, and very important, small groups of students could develop their own interests in some particular area and become, in effect, the specialists in a given discipline for the study.

During the intensive study of the problem, subject synthesis should occur as the disciplines bear on a single focal point—the large problem under discussion. Care must be taken through careful planning for this synthesis to be accomplished.

Without a new definition of the teacher's role, students *could* still leave the study with disconnected philosophies. The whole realm of teacher-pupil relationships must be altered so that the teacher is not only a purveyor of knowledge but a guide for learning. A teacher's perception of his students' needs and the ways students learn must be sharpened so that realistic goals can be set and accomplished.

Students must have an active part in planning, effecting, and evaluating the depth study part of the program. They must be guided toward self-directed study and creative thinking as they cooperate with the team to understand complex problems.

Small group discussions and multiple culmination activities are necessary to summarize and collate the parts of the puzzle until it is in sharp focus. Along with a high level of intellectual activity in the subject under study, the student should leave the team with a better understanding of problem-solving techniques in today's complex world.



Grouping under such conditions should be extremely flexible and across homogeneous lines. Each area under discussion should have a cross-section of student talent, changing in size with time and topic to fit the needs of the program. Discussion with and among students about the subject matter should have high priority so that maximum understanding is achieved about the concepts being developed.

Each problem study should incorporate, deepen, and solidify major concepts brought out in the remainder of the course. Although this is best accomplished if the large unit of time occurs at the end of the year, careful handling of the synthesis block could be used to advantage to set the stage for regular study the remainder of the year. The problem area chosen would simply rely upon basic facts presented the previous year to set in motion the specialists' presentations.

How To Begin

As mentioned previously, the plan outlined is considered a first step toward subject synthesis and a change in teacher roles. The extent to which this type of program could be developed in future years would be determined by the results achieved from this initial attempt. The crude beginnings are the development of a schedule incorporating such block features and the assignment of common planning time.

Beyond this administrative routine lie the really difficult jobs of changing the attitudes and roles of teachers, modifying the curricula, and identifying emergent leaders within the new specialist teams. This involves complicated group dynamics, in-service training, and skillful leadership timing.

Existing power centers, if they are oriented to "status-quo" education, have to be isolated from positions of leadership and given an opportunity to witness a positive result of change. New leadership, as it emerges, must be carefully nurtured to a fuller role of respect and responsibility. In the initial stages, the direction is probably best given by the administrative team.

Ample moneys must be budgeted to acquire a wide variety of professional materials for use in curricular development and daily planning. Money should also be available for staff visits to other schools and for hiring consultants should they be needed.

The evaluation of outcomes would be weighted toward subjective criteria in the early stages. Changes in teacher attitudes and methods would certainly give indications of success if they were in the suggested directions. Primary evidence would be found in the evaluations of the pupils themselves—the range of their opinions, depth of involvement, interest, and their self-motivation. It would be hoped that more objective evaluative criteria could be developed, but sufficient thought on this point has not yet been developed.

Questions and Issues

The major points raised by this proposal are, for the most part, old ones involving teacher preparation, teacher attitudes, and teacher-student relationships. The resistance to change in any form is great and poses serious problems.

1. The conflict between the generalist and specialist roles in education must be resolved.
2. How do you get a staff to recognize the need for change and then impose the change in program?
3. What do you do with the entrenched, rigid, unchanging teacher when the majority of the staff is ready to move into significant change?
4. How do you evaluate a comprehensive curriculum change such as this?
5. What can teacher education institutions do to condition young people to the necessity for change?
6. How do you establish effective, emergent leadership willing to work for change?
7. How can you determine the need for consultants and the proper time to introduce them?

INDIVIDUALIZING PROFESSIONAL GROWTH PROGRAMS

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At 7:59 a.m. one Monday in November, I found a chair near the end of the third row of a Humanities section of seventy students. A special panel had been scheduled, and one of the teachers had asked me to come. Above the scraping of chairs and the dropping of books, a boy behind me said to the girl next to him, "This class is really neat—the best one I have all day."

Why was this class "really neat"? Because a teacher had taken advantage of an opportunity to study in the summer under a John Hay Fellowship and had come home with an idea, an idea which he pushed, developed, and organized with the help of his colleagues into a significant addition to the curriculum of a large secondary school. This class would never have come into being if something had not happened to a teacher, something which generated in him an idea.

As I thought about this class and this teacher, I realized once again how important it is that *we develop better ways for teachers to continue to learn while we are teaching.* In what other profession are individuals "shelved" after twelve or fourteen years of work? For teachers, salary scales generally stop after that period of time. In addition, most administrators acknowledge that, for a number of reasons, they prefer to hire young teachers. Surely the time has come for us to make some specific improvements where the career teacher is concerned.

Professional Growth and Salary Schedules

A widespread, general requirement for all teachers, generally attached to the salary schedule, is that of additional college credit every few years. Obviously, school boards and administrators think it is important that teachers at least keep up to date. But is college credit in just any course the only valid indication of a teacher's continued intellectual growth? And what of the teacher who is at the top of the scale? Is he not justified in feeling that he is somehow obsolete and that no one in his own profession really cares very much about what he does to improve himself?

Can professional growth programs be individualized? They *can* if personnel directors and principals will devote time to assisting with the planning of such programs. Who knows better than an individual teacher and his principal (or supervisor or department head) what that teacher should be doing to improve? The teacher of English may know much about literature, but he may need to learn new techniques to reach the disadvantaged child or the slow learner in his classroom. Where can he gain information about new techniques? On a nearby campus? At a state or national institute in some other part of the country? Through a program of individual reading? By participating in curriculum work with his colleagues? By visiting schools and possibly working for extended periods of time with master teachers where such techniques are being effectively practiced? Some plan which will encourage and recognize the true professional growth should be devised.

Would the following plan be feasible? Eliminate entirely from salary schedules any *requirement* of college credit following a teacher's full certification. (The various categories — master's degree, master's plus 45 hours, etc.—may, however, remain on the schedule as a basis for salaries for the first ten years or so of teaching.) Substitute for the college-hours requirement brief statements in writing, signed by both the teacher and the principal, describing a teacher's proposed plan for professional growth and, later, a report on the accomplishment of the plan. These statements, done at regular intervals—perhaps every three years—should become a part of the teacher's personnel record, along with transcripts and recommendations.

The first statement prepared by a teacher could be called simply, "Proposed Plan for Professional Growth." It may be prepared by the teacher alone or in consultation with someone who knows him and his work. It need not be detailed; it probably should be confined to a single page. Work on a college campus or enrollment in in-service courses could be a major part of this plan. It may, however, go beyond that. It may include travel in the summer or while on sabbatical leave, proposed visits to other schools or school systems, attendance at national professional conferences and work on professional committees, an individual reading and study program, preparation for and acceptance of a new assignment within a school, or any number of other activities which help to stimulate and improve a teacher. This plan should be discussed with the teacher's principal, who may or may not add comments as he wishes. After both teacher and principal have agreed on and signed the proposed plan, it becomes a part of the teacher's personnel record.

Several years later, perhaps three, a teacher files a "Professional Report," which will be attached to his original proposed plan. It may be quite different; in fact, in many instances it probably should be. Reasons for changes in the original plan can be noted. This record, too, goes into the teacher's personnel file.

Salary increments for the career teacher who has reached the top of the scale would be

based on a study of the above reports over a period of years, his performance in the classroom, and his general effectiveness as a member of a school faculty. Principals, supervisors, and department heads would have to be responsible for making such judgments. Subjective? Perhaps. But better than the present plan. Teachers would not have to leave the classroom in order to make a professional salary, and yet there would not be automatic raises for everyone who staffed a classroom nine months of the year.

School districts should put career teachers on a year-round contract instead of the customary nine-month one. During the times when they are not actually teaching, they could be doing curriculum work, studying, writing, or otherwise renewing themselves and generating ideas. Districts should subsidize all teachers whose professional growth plans would prepare them to do better jobs in weak instructional areas in that district. They should also provide information, counseling, and other assistance concerning the availability of state and national fellowships and scholarships. And they should consult teachers to determine what in-service courses they want and then hire and pay for the best instructors possible to teach those courses.

Learning While Teaching

Edward T. Ladd, of Emory University, speaking at the Miami Beach Regional Conference two years ago, said:

> In our schools we deal with time in a funny way. First, we "buy" far less of the time of a member of the teaching profession than is "bought" of a doctor's time or a lawyer's—some thirteen or fourteen hundred hours a year as I reckon it. Then we jam that time full of such breakneck responsibilities that it is amazing that sensitive teachers retain their sanity. . . . Fifteen-hour contact with pupils . . . is, for forward-looking better-off systems, a realistic goal which must and I think will be achieved.[1]

If teachers are to learn while they are about the business of teaching, contact hours with pupils per week must be reduced. Teachers must have time within the normal day to read and to study. School staff must give high priority to the possibilities of flexible scheduling, to more independent study time for students, to the use of teacher aides, clerks, and secretaries to handle the many details of school routine that now take valuable teacher time.

A teachers' library should be one of the first and most significant rooms in every school building; it should contain the best and the latest books in education as well as all important professional journals. If staffs are large, the professional library should be decentralized even within a building, probably according to departments. Teachers must be able to handle and scan books for materials they need rather than go through the paper-and-pencil procedure of ordering from a central district library, sight unseen, a volume which may or may not prove helpful.

Necessary, too, for learning while teaching is some kind of space, be it desk or planning center, where a teacher may keep personal books and files to use as he plans for his classes. How many teachers today are ineffective because they are forced to operate as "briefcase" teachers? And how many, really, on their present salaries, can manage to designate a room in their home as study or library? We must make provision in schools today to see that teachers can make use of the books which will help them learn.

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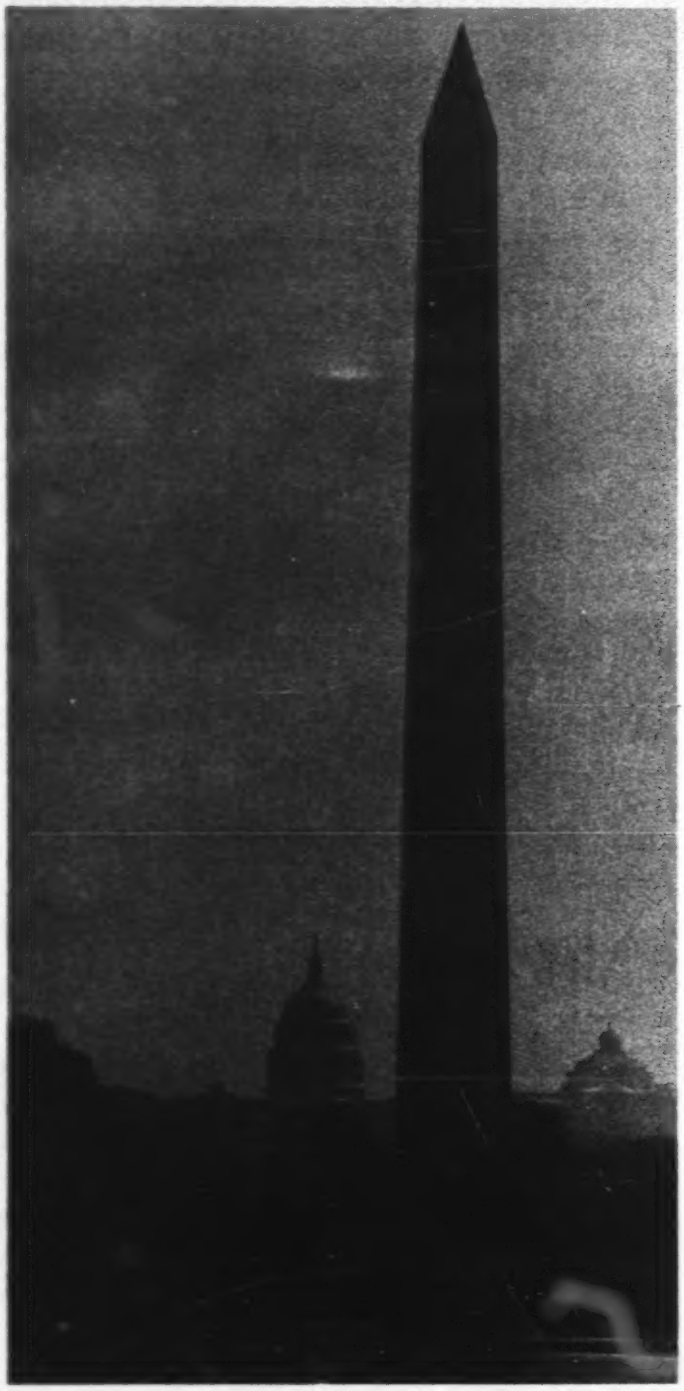
[1] *Development of the Career Teacher: Professional Responsibility for Continuing Education.* Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1964. p. 35.

Conclusion

The potential of committed, career teachers must be recognized. With more and more federal moneys being allotted to education, the possibility for improvement is increasingly with us. Surely as educators we can do our part in suggesting new approaches to continuing education, to the reorganization of the school day and the school year, to creating necessary conditions so that teachers may continue to learn every day as they teach and every year as they practice.



A REGIONAL CONSORTIUM FOR THE CONTINUING EDUCATION OF TEACHERS

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Hugh C. Black ■ *Chairman* ■ *Department of Education* ■ *University of California, Davis*
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Charles Keaster ■ *Assistant Superintendent of Yolo County Schools* ■ *Woodland, California*

The granting of a teaching credential to a beginning teacher is more than just that: it is the extending of an invitation to step into the dark labyrinth which the profession has labeled "in-service education." Much of the confusion about in-service education, a confusion that seems to lead aimlessly from one workshop to the next, from one after-dinner extension course to the next, and from one after-school meeting to the next, stems from a bewildering and often conflicting set of assumptions.

Preservice and in-service education are presently seen as separate functions, strikingly revealed in comments to beginning teachers to "forget everything you learned in college" and in talk about reeducating the professional staff through in-service experience. The in-service program ordinarily is aimed only at the classroom teacher, limiting the opportunities for administrators to contribute at this level unless they are working for another credential or degree.

In-service education is assumed to be essential to the maintenance and improvement of the instructional program, participation being obligatory or salary increases being at stake. When children do poorly on achievement tests, when teachers have discipline problems, when current curriculum becomes inadequate, when an admiral makes a speech—in-service education is prescribed as the panacea for all these instructional ills.

Who is responsible for the in-service education of teachers? Present activities often point to confusing underlying assumptions. On one hand, the teachers undertake programs of improvement on their own time and with their own funds, thus indicating that the teacher is responsible. On the other hand, universities and colleges, the county, the local district, and individual schools carry on such programs, thus indicating that in-service education is everybody's responsibility. Each agency assesses needs and attempts to fill requests; then all parties become aware of limited resources in the face of extensive requirements.

With this olio of assumptions about functions and responsibilities (some of which are contradictory or conflicting, result in disparities, or denote rather than solve problems), it is no wonder that neither the beginning teacher, the experienced teacher, nor the profession is satisfied with in-service education.

Some Different Principles

To solve some of our pressing educational problems, to better utilize our resources, we propose some different principles as the basis for a plan of action:

1. The term *continuing education* will be used to emphasize that no major separation exists between preservice and in-service education of teachers and administrators.

2. Since the primary beneficiaries of an improved instructional program are the children and the society, the time and money for continuing education will come from public resources rather than from the individual teacher or administrator.

3. Continuing education will be more narrowly defined than in-service education has been. It will not be remedial, to aid teachers to perform professional tasks they have already been taught, since such remediation is better accomplished by supervision. Nor will continuing education provide personal enrichment for teachers, since many agencies undertake this service for all citizens. Instead, continuing education will have as its sole objective the improvement of instruction in the public schools through guiding the competent administrator and teacher to new knowledge and professional techniques.

4. Continuing education is so important that the best resources of the profession will be mobilized and organized. A haphazard, unorganized, piecemeal approach not only gives disappointing results but also is wasteful. Since providing adequate continuing education is too complex for districts, counties, or universities working separately, cooperation by region of all educational agencies will be necessary.

5. Teachers are competent professionals who can make the major contribution to the improvement of instruction.

6. Curriculum and instructional innovations are essential to a program of continuing education for teachers and administrators. Without a commitment to change, continuing education lacks vitality.

The Regional Consortium

To afford this kind of continuing education, we suggest the idea of a regional education consortium which would pool the funds, personnel, ideas, and efforts on a regional cooperative basis. It would become a fellowship, partnership, or union in an organization having enough structure to be an effective administrative unit and enough flexibility to meet the different needs within the region.

The regional organizational structure would include a representative body, an executive committee, an executive secretary with staff, and a group of resident fellows drawn from the active professional ranks. The representative body would hear reports and recommendations and develop policy and long-range plans. Its membership would include people from colleges and universities, county school offices, local school districts, and professional education associations. The executive committee, drawn from the representative body, would focus on immediate policy matters in guiding both the permanent staff and the fellows.

The consortium is conceived to have five major organizational roles in a program of continuing education—administration, diagnosis, development, innovation, and dissemination.

The educational resources of a region would be coordinated through the organization. It would have a separate legal identity and be able to contract with all educational agencies within the region as well as with agencies of the state and federal governments. This new agency would have a small staff and a physical location separate from other agencies within the region. It would be supported financially by assessment of educational agencies within the region and by grants from outside sources. The permanent staff of the organization would have the responsibility for assessing the region's educational needs and planning for the utilization of its educational resources to solve problems. They would also be responsible for developing a systematic method of communications within the region and with federal, state, and other regional agencies.

The diagnostic function emphasizes the determination of the educational needs within the region. In the present approach to in-service education there is little organized attempt to establish priorities for needs within a region. When a particular need arises, individual school districts, with little consideration of the needs of their neighbors, seek college and university extension services or consultants. In-service offerings within the region thus depend more on the aggressiveness of individual school districts, geographical conveniences, and tradition than on any regional planning. This often has the effect of utilizing precious educational resources to work on projects of minor significance which have a negligible impact on education in the region.

The professional staff of the consortium would be responsible for recommending to the executive committee priorities among the needed projects for the continuing education of teachers in the region. Executive committee approval would then establish these recommendations as guidelines for involved agencies. For example, if the consortium staff and the executive committee found that the most significant educational problem in the region was the teaching of English in grades K-12, each educational agency within the region would be on notice that their resources useful in solving this problem should be pledged to this effort. Cooperation could not be made mandatory, but most agencies would surely welcome this type of recommendation and would cooperate because of the possible impact of their combined efforts on solving the problem. Separate agencies could still take unilateral action, but it would be necessary for the regional staff and the committee to know of this. If the committee and staff developed a major project for the continuing education of English teachers, it would be helpful to the project if an extension division of a university or college offered a course in modern grammar. But of most importance would be the communications and planning which would make this unilateral action an asset rather than a random, uncoordinated, and distracting factor.

The developmental function of the consortium would seem to have major potential. In the present in-service education of teachers, goals are often short-term. The teacher takes an extension course to learn about new curricula or attends a short workshop to try to develop curriculum materials. In both cases his work with the curriculum is too meager. When the consortium staff and the regional committee find an area where continuing education of teachers is desirable, they not only will plan to prepare teachers to teach better but will also have the teachers assist in preparing the materials needed to solve the problem. The consortium will integrate the development of new curriculum and teaching techniques with the continuing education of teachers, taking the emphasis off remediation (so inherent a part of in-service education) and placing it in continuing education on innovation, creativity, and development.

One of the major weaknesses of the present in-service efforts, the fact that a "shot in the arm" has results that are at best fugitive, can be avoided by the developmental program of the consortium. Projects lasting several years can be planned with some assurance of long-term cooperation and long-range impact.

Curriculum innovation is such an important responsibility that the consortium would encourage it in the program of continuing education. Since this kind of creative effort is demanding, it is anticipated that teachers and administrators would serve the consortium's regional center as fellows on sabbatical or professional leave. The center would have staff and resources to permit the resident fellows to pursue an idea, a theory, or a reinforcement of proposals. Adequate funding for fellowships to match or supplement salaries would be necessary during the six to twelve months' service. No college or university credit would be involved, nor would there be built-in expectancies beyond those of professionally attempting to solve instructional problems, trying new approaches to the teaching-learning process, and inventing and testing new materials and methods. Released from regular school responsibilities, surrounded by a highly skilled staff, these fellows would assume a role comparable in status and responsibility to that of a grant-funded candidate for an advanced degree.

The dissemination function offers promise for maximum impact on instruction. A project developed by the consortium might work like this: A group of teachers would be selected to work several days a month throughout the year with a group of consultants on a specific curricular or instructional problem. These teachers would be freed by their districts from teaching duties to participate in this program. When this small cadre of teachers had developed the new skills desired, several large extension classes would be set up in strategic geographical locations throughout the region. A large group of teachers (maximum of 250) would meet for one hour each week to hear an authority on the subject under consideration. They would then divide into small groups to work more intensively with a teacher from the cadre who received special preparation or with one of the resident fellows. For those teachers unable to attend the extension courses, educational television viewed in their own school building on a certain day would provide some preparation. These viewings would be discussed under the leadership of a member of the teacher cadre.

Students in preservice education in the colleges and universities in the region should have every opportunity to participate in these projects. During student teaching they should have the same responsibilities for participation as the credentialed teachers. In professional course work before student teaching, they should have an opportunity to learn what is being done in the region and should have access to curriculum materials and instructional techniques being developed by the teachers in the regional projects. Many elaborate schemes could be developed to accomplish this, but probably the best way is to have their college or university instructors involved in and committed to the regional project.

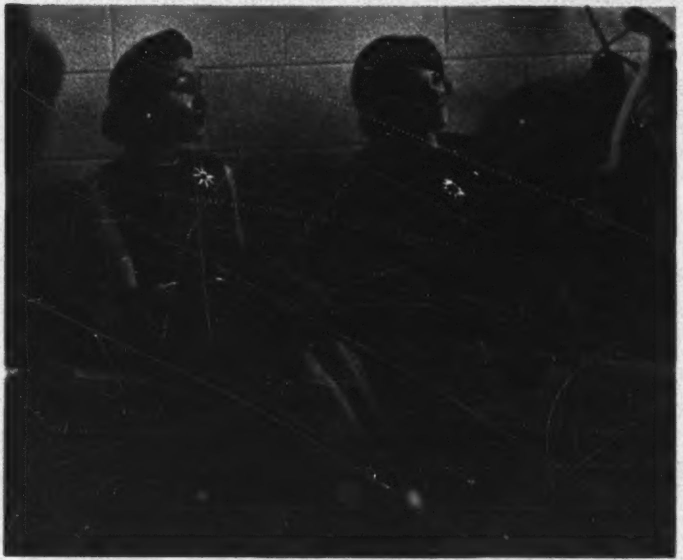
If the student in preservice education is able to participate, he can step from the college classroom right into an organized and planned project. This would eliminate the concept of disparate preservice and in-service education of teachers and make the continuous education of teachers a reality.

Another responsibility of the regional committee and the consortium staff is publishing reports of the education efforts of the region. These reports should include not only the curriculum materials developed but also the results of ongoing evaluations of projects.

The continuing education of teachers becomes a task of organizing the educational resources of the region so as to allow classroom teachers to solve problems of curriculum and instruction. This places a great deal of the true responsibility for continuing education upon the teacher, an opportunity and a challenge he will welcome.

How Do We Get There?

Before a regional consortium for the continuing education of teachers can become a reality, several steps must be taken:



1. School districts must recognize that continuing education is of sufficient importance for them to provide the time and money necessary for teachers and administrators to participate in such programs. Released time and financial support are absolutely necessary.
2. Educational agencies within a region must recognize that the task of continuing education is too large to be done satisfactorily without regional cooperation. No single agency has the resources to do the job alone.
3. A new agency needs to be established. The consortium has the advantage of providing for flexibility and innovation not possible in conventional agencies. Perennial problems such as credit hours, course content, salary schedule credit, grant proposals, staffing, and communication can be solved with the inception of this new agency.
4. The most important step is for all educational agencies to recognize the inadequacy of present in-service education and to develop a continuing education program in cooperation with other agencies in the region that share the responsibility of providing an ever-improving instructional program for the children in the classrooms.

THE EXPERIENCED BEGINNER

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In both primitive and sophisticated societies, rather constructive efforts are made to provide extensive experiences for the contributor to the society before he must assume full responsibility for his actions. The apprentice system has served the skilled and unskilled trades. The internship is used by several professions. Education is, perhaps, a sophisticated means of providing some direct and vicarious experiences to bring the maturing citizen to his majority with a greater guarantee for success from the outset of his productive citizenship.

In the teaching profession, the development of extensive student-teaching programs has much to offer as a means of guaranteeing the student more than a trial-and-error experience with an inept beginner whose zeal to facilitate learning may not match his knowledge and skills. From an experience of a few days, a few weeks, or one hour a day for a semester, to the more realistic full-day extended periods of student teaching, a pattern of need in the beginner for considerable teaching skill has been recognized. As good as some of these programs of student teaching have become, there still remain inadequacies which are products of time and competition for the college student's time.

Reality and Utopia

In a bold new experiment, the College of Teacher Education at New Mexico State University has launched a program that more than quadruples the laboratory experiences of those in preparation for teaching and makes the laboratory the real life of the beginning teacher in the public schools. The "experienced beginner" is "tied to reality" through the Cooperative Program in Teacher Education, designed to prepare experienced beginning teachers. Utopia is approached, perhaps, in the latter part of this paper where the authors dream a bit about the possible outcomes of the co-op program. The authors hope that from

these dreams might come specific and practical steps which could be taken to overcome the problem of inadequate help for beginning teachers, lack of continuity between preservice and in-service education programs, rigid approaches to utilizing professional and paraprofessional talent, and fears and apprehensions of teachers, administrators, and school board members about the use of paraprofessionals, part-time teachers, and volunteers.

How can a beginner be experienced? Students who graduate under the Cooperative Program in Teacher Education will have four semesters, or two years, of work experience in the public schools.

Cooperative Program in Teacher Education

The cooperative program is a work-study organization for preparing teachers. The selected student is capable and highly recommended and has chosen teaching as his career goal. Major work and study phases are alternated during a four-year period. The general education requirements and the teaching field preparations do not differ greatly from the regular college requirements. These disciplinary requirements are met in the study phases of the program. The professional education requirements are experimental and are integrated with work phases while the student is assigned in cooperating public schools.

The co-op student has a unique opportunity to earn his degree in four years and to pay for his education from his work-phase earnings. His beginning hourly wage is $1.65. He may earn approximately $5,400 in the four years. Students enroll for a study phase during the summer session following their selection as teacher education cooperative students. They alternate study and work phases for the next eight semesters (four years) and attend the intervening summer sessions in study phases. Each semester, half of the cooperative students are in a study phase and the other half are in an experience phase.

Cooperative students are nominated by public school principals or counselors if they have a B high school average, possess personality characteristics which give evidence of maturity, industry, and high moral standards, are committed to a career in teaching, need financial assistance (as defined under Title I-C of the Economic Opportunity Act) and submit ACT scores which validate the B average.

An evaluation board informs the cooperative student of his selection and an agreement is signed. Special orientation periods are scheduled to acquaint the student with his responsibilities and privileges before each of the phases in his preparation. As the cooperative student lives in the dormitories and is a fully accredited student in all phases, food and housing, loans, advisement, and registration are part of his orientation. All financial arrangements, including the banking and withdrawal of funds, are made clear at the outset.

Study-phase students carry an 18-semester-hour load in the academic year and a 9-semester-hour load in the summer session. These academic demands are heavier than those recommended for the typical student, but these students are capable of more rigorous assignments.

The work-phase activities are still experimental and are quite flexible. In general, the activities of the first and second phases would be described as nonteaching tasks, and the third and fourth phases would be described as participatory and teaching tasks. Students are assigned to a particular school for the work semester. Activities of the first year, such as the preparation of curriculum materials, library services, collection of money, recording and record keeping, are analyzed and integrated into the two seminars held each week on the campus. Co-op students maintain a log of all duties that are performed. (See the appendix, page 175, for an outstanding example of a log written by a cooperative student.) Field supervisors employed by the College work closely with the teachers and principals of the cooperating schools to maintain working and learning conditions at a productive level during the work phase.

The work-phase college courses can be described as follows:

First Year: Ed. 100, Seminar in Public Education. An integration of direct work experience in a public school with an introduction to American public education. Specific attention will be given to the role and scope of education, preparation and certification requirements for teachers, a self-evaluation, and the major issues in education. (3 credit hours)

Second Year: Ed. 200, Seminar in Educational Foundations. An integration of direct work experience in a public school with an examination of social forces, social institutions, and value systems that shape the educational institution. Specific attention will be given to the development of an understanding of the competencies necessary to prepare adequately for the teaching profession. (3 credit hours)

Third Year: Ed. 300, Seminar in Educational Psychology. An integration of direct work experience in a public school with an application of principles of human growth and development and the principles of learning that operate in the school setting. (3 credit hours)

Fourth Year: (a) Ed. 400 A, Seminar in Educational Laboratory. An integration of direct work experience in a public school with the preparation of curricular materials, the application of classroom management and teaching techniques, and the development of skills to communicate knowledge. (8 credit hours)

Fourth Year: (b) Ed. 400 B, Seminar in Student Teaching. An integration of direct work experience in a public school with 200 hours of professional participatory activities and supervised student teaching. (8 credit hours)

In summary, the cooperative student is meticulously selected and is an able student. He is required to meet general education and teaching field specializations of the same rigor as regular students. His professional seminars are closely integrated with work phases that are progressively expanded to incorporate experience in teacher-related tasks and the teaching act. His work-phase experiences enable him to earn sufficient money to subsidize almost all the costs of his college education. He earns his bachelor's degree in four years and four summers. He has four semesters of on-the-job laboratory experiences and has the probable equivalent of more than one year of educational experience in the public schools.

Co-op Program and Pertinent Critical Needs in Education

The cooperative program is an innovative adventure because it comes to grips with certain recognizable and persistent problems in education which have remained unsolved. Relationships between the co-op program and these pertinent needs are presented here to point up some exciting possibilities.

Need One. A greater number of capable high school graduates must select teaching as a career.

In recent years the number of teachers needed to staff the classrooms has been a concern of the teaching profession. But supplying adequate numbers is just part of the problem. The other part is quality.

Meeting the Need. The cooperative program is designed to attract students of quality. The program should attract and retain capable students for the following reasons: (a) opportunity to earn a substantial part of the total cost of an education, (b) recognition as a member of a select group, and (c) promise of greater adequacy and higher starting salary as a beginning teacher.

Need Two. Teacher preparation programs are generally lacking in preservice laboratory experiences.

College staffs probably spend more time studying laboratory experiences than any other single phase of their programs, are generally quite dissatisfied with preprofessional laboratory experiences, with the possible exception of student teaching, and *yet*, faculties are in almost complete agreement regarding the value of these experiences.

Meeting the Need. The cooperative program provides for four semesters of preservice laboratory experiences, a route long enough to ensure reasonably competent performance as a teacher and a route which prepares students for teaching *before* they assume that responsibility in a school.

Need Three. Teacher talent and time must be better utilized.

Anyone who has been concerned about this need is aware of the NEA Study Conference on the Utilization of Teacher Time and its findings.

Members of the teaching profession are concerned first of all with the education of children, and secondly, with improving the professional status of the teacher. But many other demands are made on the teacher's time. The *wise* use of teacher time will have a direct bearing on the recruitment and retention of teachers. Moreover, public and teacher respect for the teaching profession will increase when teacher time is utilized more effectively and efficiently.

Meeting the Need. The cooperative program provides trained student assistants for teachers. Two basic guidelines are used to develop and identify the work phases: (a) What kind of experiences are necessary for the preparation of the product which the public school employs? (b) What routine tasks of the experienced teacher can be effectively performed by student assistants?

Need Four. Additional financial assistance is necessary for students preparing to teach.

For a number of years the federal government has offered student trainee appointments in the civil service of the United States to college-bound high school graduates and college undergraduates in the following fields: accounting, engineering, forestry, geology, mathematics, fishery and animal control biology, meteorology, physics, refuge management, soil science, soil and range conservation, entomology and planned pest control, and agricultural economics and statistics. Work-study programs in teaching are long overdue.

Meeting the Need. The student in the cooperative program will earn enough from the four work phases to pay nearly all his college expenses.

Another financial attraction for the student is the possibility of being employed by a school district with the equivalent of two years of experience on the school salary schedule.

Some Way-Out Ideas

The information contained in this paper thus far is factual and can be supported by citing a number of sources. But now permit the authors to dream a bit, keeping in mind that some of the dreams may contain more truth than fiction. Let us presume to envision the teaching profession's setting in 1975.

Dream One. Work-study programs are the accepted pattern of teacher education. The few students graduating from the traditional programs (those of the 1960's) are having difficulty in obtaining employment because they are not experienced beginners. Most of them will probably have to accept positions as teacher assistants or technicians.

Dream Two. Of course, they must compete with the hundreds of graduates from the two- and three-year programs established for the purpose of preparing paraprofessionals to assist teachers.

Dream Three. There is a demand for thousands of paraprofessionals, because every teacher with any kind of difficult teaching assignment is *required* to have an assistant. Every teacher may have an assistant if requested. A paraprofessional technician is assigned to every two teachers to operate and maintain technological equipment.

Dream Four. The prestige of teaching has been greatly enhanced because the teacher's role has been elevated to a truly professional one.

Dream Five. The old student-teaching programs have been replaced by four-year intern programs, with successive and integrated laboratory experiences planned for each semester of each school year.

Dream Six. All professional education courses are taught in conjunction with each work experience.

Dream Seven. The discipline of teacher education is defined and well documented. Thus, there is ample proof that the preparation of a teacher must include certain experiences and certain academic studies.

Dream Eight. Other professions are concerned because it is no longer possible to raid the teaching profession for talent.

Dream Nine. The majority of students who prepare for teaching are remaining in the teaching profession.

Dream Ten. The production of experienced beginners has greatly reduced the need for in-service education. The time formerly devoted to in-service education is spent in planning with paraprofessionals and with fellow professionals.

Dream Eleven. All teachers are respected for their intelligence, their sense of purpose, and their qualities as understanding and sympathetic human beings.

As the authors are aroused from their dreams by the practical world of reality, they perceive that several groups have somehow observed their dreams. One group is shocked by their implications. A second group is filled with fears and apprehension. But a third, and by far the largest group, has that far-away look in their eyes, and the words of another era, uttered by Goethe, seem to fit the occasion: "Nothing is so powerful as an idea whose time has arrived."

Appendix

EDUCATION 100—Log

by Estella Avalos

The other day, as I was writing a letter to my mother, I realized that it was very much like a log I would have presented as partial fulfillment of the requirements of Education 100. It went something like this:

Dear Mother,

Everything is going fine. I thoroughly enjoy working at a school where everyone is so friendly and helpful. I feared at first that I would be looked upon as an outsider, but was I mistaken! The principal and the teachers seem very glad that I want to become one of them. Everything they say and do is so warm and sincere that one cannot help but respect them. If this is how everyone feels about teachers, I surely want to be in that profession.

Remember when you asked me whether or not I thought my work was worthwhile? Well, let me tell you some of the things I did these last two weeks and the value I absorbed from them.

On October 19, I graded papers. I found out that a teacher must have patience when trying to read his pupils' writing. I had to fight the urge to throw up my hands and give up. I reminded myself that as a teacher I will be grading papers almost all my life, so I might as well get used to it. This also applies to listening to others read aloud. I must remember that just because *I* know how to read (?) doesn't mean that I always did.

On October 22, I laminated charts and pictures in Mrs. Carter's room. This teacher asked me to put myself in a pupil's shoes and tell her how I felt about her teaching methods. Gee, this put me in a spot. I just didn't know what to say, but I knew she was expecting an answer, so I told her how I felt. I said that she was very effective in getting points across to the students. Also, I told her that she was firm but not stern. From this, I learned that, as a teacher, I should remember to consider how I appear to others.

On October 27, I typed test papers for a teacher whom I had regarded as being a little aloof. Mom, I promised right then and there not to judge people before I get to know them. That teacher proved to be so nice that I was ashamed of myself for forming such an unjust and unfounded opinion. You know, this environment is helping me find my strengths and weaknesses. I realize that I must get to know myself thoroughly before I can deal with the minds of others.

On November 1, I did some overlays for a teacher. I was in that classroom all day, and this gave me a chance to observe the teacher as well as the pupils. Mother, I wonder if all teachers are sentimental and if it is all right if they are. Let me tell you why I say this. There was a girl who seemed to be very poor and alone. Some of the boys had teased her that morning about her dress being so short. Later on, while the teacher was reading to them, the little girl began taking the stitches out of the hem and letting it down. Gosh, I almost cried. I felt so sorry for the girl. I looked at the teacher to see if she had noticed. Well, she didn't appear to have seen anything, but when the recess bell rang, the teacher quietly took the girl aside and pressed the hem with a sealing iron. I know now that when I become a teacher I am going to let my heart be my guide in some circumstances. A teacher plays a very vital part in the molding of the character of a human being, and I certainly don't want to be responsible for turning out a cold, mechanical person. I'll show by example that people can be friendly and affectionate.

Well, Mom, I guess you can conclude from this letter that my job is not just *work*. I hardly think of it as that. Instead, I consider it an excellent opportunity to get additional training and background for what I plan to do the rest of my life—*teach*.

Your daughter,
Estella Avalos

NEW WAYS TO DIFFERENTIATE ASSIGNMENTS WITHIN A SCHOOL: THE "TEAM OF SPECIALISTS" IDEA[1]

Richard W. Saxe ■ Associate Professor and Director of Student Teaching ■ Illinois Teachers College: Chicago-South

This proposal is an attempt to restructure the school organization in order to permit teachers to make maximum use of their talents and to improve the learning situation for pupils. It deals specifically with the elementary school, which is defined as the organization serving pupils from the first through sixth grades, according to the widespread 6-3-3 and 6-2-4 schemes. While some aspects of the proposal require training periods and negotiations with training institutions and certification agencies, most of the arrangements advocated can be adopted immediately.

In brief, this is a proposal to utilize features of a team approach to teaching within an elementary school attendance center. The addition of personnel at different levels of training and competence is the primary innovation. Aspects of the nongraded school are involved, as are modifications in physical plant, but our major interest at this time is with the personnel.

Summary of the Plan

New categories of professional and service personnel will be established and employed to make it possible to restructure the tasks of teaching. The role of the teacher will be altered to include aspects of leadership and supervision formerly associated with administrators. This should add to the status of teachers and result in better decision making due to the familiarity of the teacher with the entire situation and the specific influences involved in each case.

As the role of the teacher is broadened in this respect, it will be curtailed in others. Service activities of both custodial *and educational* nature will be assigned to new categories of personnel. Practice and review of concepts will not be the direct concern of teachers, though they will supervise these activities. Record keeping and welfare operations of all sorts will be accomplished by others under the direction of the teacher.

The personnel resources will be redeployed to include a principal teacher, master teachers, teachers, interns, student teachers, educational technicians, and volunteers. Service functions of the school will be the primary concern of a

[1] The cooperation of Mr. Seaman Peltz, Principal, Dumas School, Chicago, and of his faculty is gratefully acknowledged. Although they read and criticized the proposal, it does not necessarily represent their point of view and the writer is solely responsible for the statement.

school manager, clerical assistants, service technicians, and volunteers. The assignment of janitorial and food service personnel need not be a part of this discussion.

Description of the Plan

Since the essence of the proposal is a redeployment of professional personnel and a reassignment of duties, one way of describing it is to outline the tasks of the personnel. It will be easier to visualize the structure if we begin with the duties of the educational technician. Figure 1 may be helpful in visualizing the new relationships.

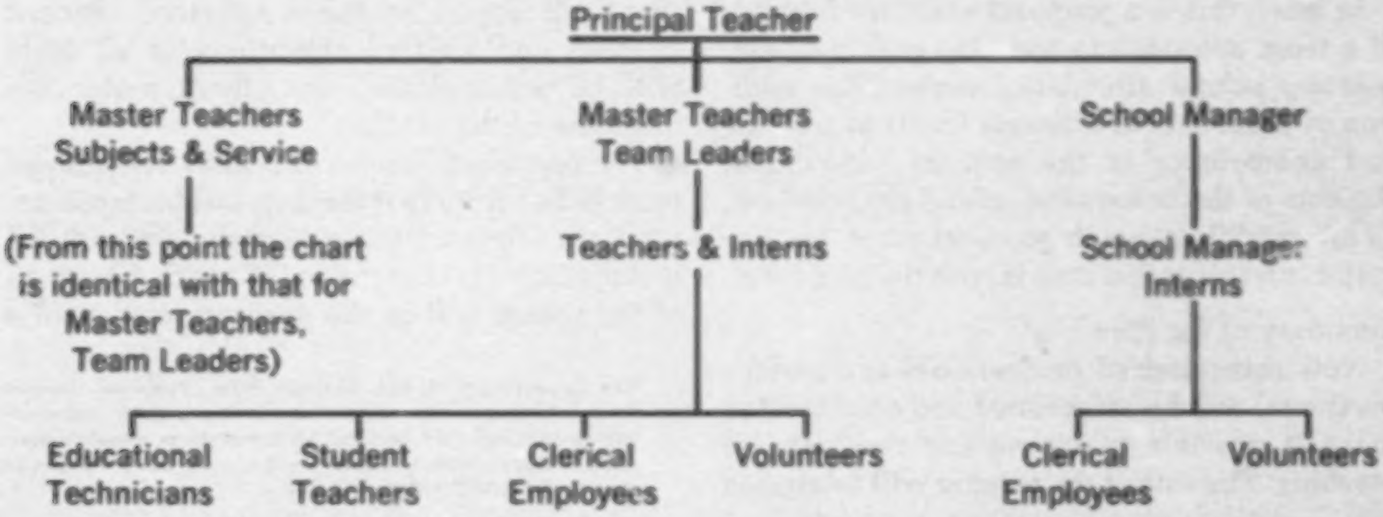
1. Educational Technicians

Training. To be given a regular certificate as a qualified educational technician, a candidate shall have completed two years of college in any curriculum and attended an in-service orientation program of twenty days during a summer term. To be granted a provisional certificate, an applicant must have completed one year of college and an in-service program and must be willing to continue his formal education until he has acquired a minimum of 60 semester hours in any curriculum. Provisional certificates are valid for a maximum of two years, plus a number of months equal to the semester hours earned during the time of employment as an educational technician.

Duties. The educational technicians shall assist the teachers as directed. In particular, they will supervise practice and small group recitation. They will assist in the preparation of instructional materials and perform such custodial and accounting functions as:

a. Taking attendance and preparing a report of attendance
b. Collecting funds for school lunch programs
c. Ordering and storing supplies
d. Issuing and receiving textbooks
e. Entering data on pupil progress records

Figure 1—INTRASCHOOL PERSONNEL


Principal Teacher
Master Teachers
Subjects & Service
(From this point the chart is identical with that for Master Teachers, Team Leaders)
Master Teachers
Team Leaders
Teachers & Interns
School Manager
School Manager Interns
Educational Technicians
Student Teachers
Clerical Employees
Volunteers
Clerical Employees
Volunteers

f. Supervising pupils at lunchtime and during recess periods

g. Marking certain assignments.

2. Volunteers

Qualifications. Volunteers shall be over eighteen years of age, complete a ten-day training period during a summer session, and agree to serve a minimum of five hours a week on a regular schedule. They shall demonstrate the ability to read and follow written instructions and agree to participate in a regular in-service training program administered by the local school district.

Duties. Volunteers shall assist teachers as directed according to their unique abilities. They are eligible to perform any of the tasks assigned the educational technicians.

3. Student Teachers

Training. Student teachers shall have completed a minimum of two years of college-level work and be admitted to the student-teaching program of an accredited institution of teacher education.

Duties. Student teachers shall perform all the duties of teachers as directed, except the supervision of educational technicians and volunteers.

4. Interns

Training. The intern shall have completed a minimum of three years of college-level work and be admitted to an internship program in an accredited institution of teacher education.

Duties. Interns shall perform all the duties of teachers as directed, including the supervision of educational technicians and volunteers but excepting the supervision of student teachers. Interns are teachers and are employed as teachers on a regular salary basis.

5. Teachers

Training. Teachers shall have a bachelor's degree and shall have met all local requirements for certification.

Duties. Teachers shall perform all duties concerned with the instruction and supervision of pupils, as directed by the master teacher.

6. Master Teachers

Training. The master teacher shall have served a minimum of one year as a teacher and shall have applied for a position of master teacher in accordance with the procedures established in the school district. During his first year of service as a master teacher, he will agree to present an individual program for professional growth which shall be evaluated by a committee of master teachers and then sent with a recommendation to the board of education for approval and, in some cases, appropriate action.

Duties. The master teacher shall supervise the complete program of learning activities for a group of pupils, usually about a hundred. He shall assign specific tasks to teachers, interns, student teachers, volunteers, and educational technicians. He is responsible for the community relations of his team and for the educational placement and control of his pupils.

In addition to the master teacher serving as team leader, there will be other master teachers in each attendance center especially qualified in a subject or a service area, e.g., language arts, guidance. These master teachers will coordinate their programs with the team leaders in order to assume the leadership in the teaching of their subject area or the implementation of their service or welfare function.

7. Principal Teacher

Each attendance center shall have one teacher designated as the head master teacher or principal teacher.

Training. The principal teacher shall have served for a minimum of one year as a master teacher and shall have completed aspects of his own professional growth program on schedule. He shall apply for a position as principal teacher in accordance with the local procedure, which should provide for an endorsement by a committee of principal teachers.

Duties. The principal teacher will coordinate the efforts of the master teachers in each attendance center and provide leadership in coordinating the program in his particular school with other institutions, within and without the school system, locally and regionally.

8. School Manager

Training. The school manager shall hold a baccalaureate degree from a recognized institution and furnish evidence of his ability to perform and supervise administrative and service activities. This requirement may be satisfied by a program of academic preparation or by a period of at least one year in a managerial capacity in an organization of comparable size and complexity. An additional requirement will be a knowledge of child development and human relations.

Duties. The school manager shall be responsible for service and custodial functions of the school. He shall cooperate with the principal teacher in securing optimal use of physical facilities. He shall accept as a basic condition of his employment the axiom that it is his role to arrange conditions so that the master teachers may carry on their activities according to *their* best judgment. His role will more often be that of a consultant or an adviser in regard to potential use of facilities. He shall personally supervise clerical staff, service technicians, and volunteers assigned to his own area of expertise.

Implementation of the Plan

Action by several organizations is required in order to put the proposal into practice.

The Local School District. The local school district has a new training assignment and must authorize new positions and a new salary schedule. The training course for educational technicians may be staffed by local personnel assisted by consultants from area colleges, universities, and industries. The curriculum shall be highly structured, with a major emphasis on practical applications. After the initial course, the curriculum will be structured according to the tasks actually required of the technicians on the job. Curriculum specialists will assist in the preparation of a manual to guide technicians.

The shorter orientation course for volunteers will also stress the practical applications of tasks which volunteers may be called upon to perform. In addition, it will be essential that volunteers understand the confidential aspects of pupil data and accept a subordinate, though not submissive, role in regard to teachers and master teachers. A series of hypothetical cases can be presented for instruction and evaluation. Persons finding it difficult to assume the relatively detached role of the volunteer will be advised to withdraw or be restricted to service in nonsensitive aspects of the program. This program will be highly structured during the initial period. A manual will serve as guide.

The reorganization of positions can be accomplished by the bureau of personnel over a period of one or two years as data concerning those eligible for the new positions are gathered. It will be possible to start with a school or two immediately. These schools can serve as pilots for observation and study.

The College or University. The teacher-training institutions will find it helpful to require a minimum of fifty hours of service as a volunteer as a prerequisite to student teaching. Teacher educators will take cognizance of the new role expectations for all teachers. They will cooperate in preparing in-service courses for master teachers and principal teachers to aid them in performing their new tasks. The business department will cooperate with the education department in preparing a sequence for students desiring to prepare for the position of school manager. Graduate faculties in administration and supervision will wish to initiate a series of comparative studies of the new structure.

State Departments of Recognition and Certification. State licensing authorities will permit the employment of educational technicians on an experimental basis. School codes will need to be amended to give them the status of teachers. Provisions for the issuance of certificates to school managers, master teachers, and principal teachers will need to be flexible and based largely on the recommendation of local boards, supported by an endorsement by a professional board made up of incumbents in the position and representatives of institutions of higher education.

Professional Organizations. All provisions of the proposal should be accepted by professional organizations on an experimental basis. The organizations should be invited to participate in the evaluation and replanning of the program at the end of the trial period.

Specific Arrangements. The detailed planning of the actual programs will be accomplished by the principal teachers assisted by the master teachers and the consultants from within the school system. The role of the personnel department in making able teachers available is crucial. The superintendent will be involved in the initial stages and should use his office to help secure the necessary flexibility in arranging commodities and equipment as the program develops.

We have not spelled out the formula for staffing or any details of curriculum. These must be based upon local conditions. In order for the plan to succeed, however, it is necessary to adopt a more liberal staffing policy in regard to educational technicians in areas where volunteer help is not immediately available.

Questions and Issues

This seemingly harmless rearrangement of personnel resources actually deals with fundamental issues in education. Some of the provisions fly in the face of practices sanctified by time and heretofore taken as axioms. In case they have been concealed in the overall structure, it might be well to tease out these "crucial issues."

A Teacher Is a Teacher. We have a tradition that is based on the notion that teachers are well-nigh interchangeable units, that one teacher is as good as another for most purposes. This proposal suggests that there are real differences in the abilities of teachers and provides differential assignments and compensation according to the importance of each teacher's contribution.

The profession has taken a stand against merit rating. We do not believe that this proposal involves merit rating, but this is an ever present problem in attempts to improve teaching and encourage excellence. On the contrary, the provisions for different levels of responsibility should make it possible for dedicated teachers to remain in teaching and still enjoy financial and professional advancement. Previously, it has been necessary to move out of teaching into administration to enjoy this kind of success.

Promotion Is a Vertical Process. Before the move out of teaching into administration, it was usual for ambitious teachers to experience a few "promotions" in status if not in salary. An intermediate grade teacher could earn promotion to an upper grade and perhaps later to a high school. The high school even paid more. High school teachers could aspire to a department chairmanship. This proposal provides for advancement at the same level in the same school. In this respect, it is a change, and change in a basically conservative institution such as the public school is not without its problems.

Teachers Teach. We plan to introduce another type of professional into the schools. Professional organizations and unions as well must be assured that the use of educational technicians and volunteers will not work against the best interests of their members. Of course, it is intended that the status *and salary* of all teachers shall be improved as a result of the proposal, but it is expected that massive assistance by new categories of workers will be perceived as a threat in some quarters. This anxiety must be allayed to secure the intelligent cooperation of individual teachers and groups of teachers.

It is also worth noting that some teachers will now supervise others to some extent. These individuals and others will need help to avoid feeling guilty as they perform essential tasks not always in front of a class of pupils.

The Principal's Role. In most schools many of the powers vested in the master teachers are restricted to the principal. Part of the attempt to increase the status of the teacher has involved a transfer of power. Some of the administrator's power has been relegated to master teachers. The theoretical justification for this is that the decisions are now being made by the person best informed and most responsible for the implementation of decisions.

The position of school manager is not equivalent to the present position of principal. It is both more and less. It is more in that the manager is an expert at his craft, is trained for it, and restricts his operations to his area of competence. It is less in that decisions about education are reserved to those trained and expert in that area, the principal teachers. Both the school manager and the principal teacher may now operate in their chosen fields by virtue of superior knowledge and competence; thus, status will be achieved and ascribed in contrast to earlier arrangements which required principals to operate in terra incognita, their authority ascribed only.

AN INTERNSHIP-RESIDENCY TRAINING PROGRAM FOR TEACHERS OF DISADVANTAGED CHILDREN

Mildred B. Smith ■ General Elementary Consultant ■ Flint Community Schools ■ Flint, Michigan

In all the large cities in our country, schools located in the core areas are not adequately staffed with competent teachers. School systems have attempted to meet this crisis by stepped-up recruitment procedures, but a teacher shortage continues to exist. The tragic consequence is the placement in these schools, not only of individuals who are inadequately prepared for certification, but of others who are social-psychological misfits, such as neurotics, psychotics, paranoids, etc., and actual rejects from other school districts.

This problem of staffing center city schools with competent teachers, together with the fact that so many of the children in these schools come from in-migrant families (Negro, Mexican, Puerto Rican, Appalachian white) who are already environmentally handicapped, creates a serious national problem—that of wasting valuable human potential.

The Plan

The plan for providing an adequate supply of competent teachers for core area schools must involve recruitment as well as training procedures. Recruitment would take place in the freshman college year because:

1. Early identification and selection of students allows more time for the internship-residency training phase which is required.
2. The student is more "cause oriented" during early adulthood and thus more readily identifiable.
3. The student is less concerned about his social status[1] during the early phase of college life than he is during the latter phase. This lack of concern about social status, coupled with a need for commitment, would enhance recruitment.
4. Early recruitment would provide opportunity to identify capable in-migrant youth for teaching careers in core city schools.

[1] It is assumed that many teachers refuse to teach in core area schools because of the fear of censure by friends and relatives. Assignment in the teaching profession, unlike medicine, is social-class oriented. In teaching, the more able the client, the better the teacher's reputation. The physician's reputation rests on how well he does with his neediest patient.

After recruitment, the students, after a brief training session, would intern in core city schools for two semesters[2]—the second semester of the freshman year and the first semester of the sophomore year. During the internship period, the students would be involved in a seminar conducted jointly by college staff and staff from the schools.

After completion of academic work, students would return to core city schools for the student-teaching experience. This would be a culminating activity under laboratory-type conditions.

Description of the Plan

During the internship phase, students would be assigned to competent teachers in core city schools. This assignment would allow them an opportunity to get a feel for teaching in these schools, not only for the children and the teaching situation, but for the community as well. Interns would be free to ask questions, to try new ideas, and even to make mistakes without worrying about the student-teaching grade.[3]

In their efforts to become better acquainted with the children, the community, and the teaching problems, the interns would perform many tasks which would be mutually beneficial, such as:

1. Tutoring
2. Preparing teaching materials
3. Making home visits
4. Working with parents and other community volunteers
5. Assisting with preparation and execution of parent education programs
6. Planning extended school activities, both recreational and educational.

A seminar conducted jointly by the university and the local school system would accompany the internship phase. The leadership would be shared by university staff members and master teachers from the core city schools. This arrangement would provide needed recognition for the career teachers, and there would be a monetary bonus.

Additional benefits are evident. First of all, the training of teachers would become a joint responsibility of university and local school systems. For the public school people, assuming a partnership role in teacher preparation would eliminate the feeling that they are being put upon by the university when making student-teaching assignments. Second, the use of both university and local school staffs would strengthen the program through the blending of practical and theoretical skills. This early internship program would allow students to learn about teaching disadvantaged children before they become self-critical and self-conscious about working with young people. A psychological setting, devoid of anxiety created by undue self-criticism and self-consciousness, would allow the students to approach the situation with an openness-to-experience attitude. This attitude would create a positive approach, positive results, and in general a satisfying experience. Such results would encourage new teachers to accept assignments in core city schools and to be successful in them.

Implementation of the Plan

Recruitment of students, an important aspect of the program, must begin early, preferably in the students' junior and senior years

[2] A stipend would be provided to compensate for the extra time needed to complete this curriculum and the service provided during the internship program. The time schedule should be flexible. Students may choose to take two additional semesters, or summer sessions and one additional semester. The student would be placed in a core city school when he completes the training.

[3] This is a major problem for student teachers because they know that many personnel directors consider the student-teaching grade an index to teacher preparation.

of high school. This early recruitment procedure would provide an opportunity to identify and to encourage able disadvantaged youths to participate in the program as well as captivate the interest of young people at a time when they are more "cause oriented."

Stipends would be provided for student participants, thereby providing an opportunity for higher education for individuals who lack the financial means. The source of stipends could be a foundation or government grant. Sufficent funds would also be provided for seminar leadership and materials needed by interns for responsibilities described earlier.

Another important implementation phase is the selection of the cooperating school system, local schools, and internship teachers within the schools. Interest and a willingness to assume the necessary responsibilities would be important selection criteria.

Considerable time should be allowed for orientation and joint staff planning at both administrative and local building staff levels.

Questions and Issues

1. Can university and local school staff members work cooperatively, in a shared leadership role, in the task of preparing teachers? Can a university assume a partnership role in such a program? Would the university lose status because of a shared leadership role? Are there inherent dangers in such a plan?

2. Will an internship experience, which simulates the Peace Corps program, create adjustment problems for the student when he undertakes the regular student-teaching assignment? Would the internship program create the need for major changes in the student-teaching program?

3. What kinds of skills are needed by university staff members who participate in this program?

A PROPOSED APPROACH TO INDIVIDUALIZED PROFESSIONAL GROWTH

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William P. Colbert ■ Assistant Professor ■ University of North Carolina at Greensboro

There is an almost universal recognition that continued good teaching and professional growth of teachers must be stimulated and planned far beyond the initial preservice preparation. In most instances the professional growth and concomitant salary increases are tied to the successful completion of additional college credits or equivalent as interpreted by local school authorities.

This paper is directed at a different approach to professional and intellectual stimulation for teachers. It is based on the following assumptions:

1. That salary levels eventually will be such that no need will exist to reward those who complete additional college credits.
2. That continued certification and increasingly effective teaching are not a result of the additional-college-credits regulation.
3. That individual professional growth can be accomplished within the framework of a group naturally formed.

Definitions

The following definitions will facilitate understanding of the proposed program:

1. Clinician — a college staff member on shared appointment with a public school system.
2. Committee—a group of clinicians working together.
3. Teacher—a teacher of any certificate level or title teaching any grade K-12.
4. School Unit—defined here by its grade limits, for example a K-6 organization, a K-12 organization, or any other organizational plan.
5. School System—an administrative unit composed of several schools under the direction of an administrative officer.

Summary of the Plan

The main intent of this program is to individualize the in-service education of teachers through the cooperative efforts of clinicians, leadership personnel of the public schools, and classroom teachers. Its activities and emphases might include any or all of the following:

1. Independent study and action research (where warranted) on a problem selected cooperatively by an individual teacher and a clinician.
2. Formal college course work as needed or desired.

3. Cooperative teaching and planning by the teacher and clinician.
4. Travel to observe and work in new school organization patterns (such as nongraded) as well as to observe different curricular designs in operation (such as language experience approach to the teaching of reading).
5. Group attack on mutual problems encountered or selected for study.
6. A major clinician and a group of clinicians helping to develop individual programs.
7. Automatic continued certification upon recommendation of a committee of clinicians.

Description of the Plan

The proposed program for individualized professional growth would begin with the formation of a committee of college clinicians whose contract would be shared by the college or university and the public school system. The composition of the committee could be limited to elementary or secondary school levels or could be cross-sectional. Regardless of its composition, the committee should be broad in competencies and interests and interdisciplinary in nature. The committee approach is proposed so that every individual teacher involved might have the advantage of the many talents available in the committee for developing individual programs.

The committee could work in many ways. As a group they could concentrate on one school at a time, or they might work as individuals in several schools with periodic committee consultation. It will be useful, perhaps, to pursue the second method of operation.

One member of the committee would work with the teachers in one school. If the size of the school warrants, two or more committee members might work in a single school. The clinician, after careful study of and discussion with the individual and after consultation with one or several members of the committee of clinicians, would help the teacher develop a program of professional growth for the school year and summer.

Each teacher's program should contain those features agreed upon by the teacher, clinician, and committee. All programs will be reviewed by the committee as a whole for modification, acceptance, or rejection.

In the course of planning individualized programs, several teachers may need or desire similar experiences and therefore might work in a group. Individual growth should be uppermost, but group activities are not to be excluded from the program. The groupings may come as a natural outgrowth of two or more individual programs. The growth programs are developmental in nature and allow for individual growth at an individual's pace and in those areas which the individual selects with the help of the clinician or committee of clinicians.

At this point it may be useful to consider two cases of possible individual programs and a possible group program.

Mary Smith is a fourth-grade teacher caught in the modern mathematics curriculum movement. Her undergraduate preparation did not include mathematics, and her subsequent college credits have been in the social sciences. After careful study and discussion, Mary and a clinician develop a growth program which includes a basic course in mathematics. In addition, Mary begins an independent study of ways of teaching math concepts. The clinician may arrange for several observations where Mary can see modern math being taught. The clinician or some other members of the committee of clinicians do demonstration teaching in Mary's classroom. While discussing Mary's program with other clinicians, it is suggested that she might benefit from acting as an observer and resource person in the college methods class for preservice preparation of teachers. As the program planning is completed, it is presented to the committee as a whole for their action.

Jack Jones is teaching history in a secondary school. His undergraduate preparation was in the teaching of history, and only a few survey courses in related social sciences were included in his program. His graduate work has been in administration, since he intends to be prepared to move into a principalship should the opportunity arise. Jack was asked to teach an advanced-placement class in history but refused because he knew very little about the objectives. The clinician helps Jack develop an independent study of advanced-placement programs in history and a program of observation of advanced-placement classes in operation. Jack's professional growth program is then presented to the committee for action.

A Group Project. A group of intermediate grade teachers want to organize a program of individualized reading in grades 4, 5, and 6. Teacher A needs a course in children's literature. Teacher B needs a more current course in the teaching of reading. Teacher C needs to do some independent study in diagnosis. All the individual needs and desires are coordinated by the clinician in a group project which results in some broad understandings about individualized reading. The committee of clinicians acts on each individual program and offers suggestions for the group project.

While these cases have limited value, they illustrate the concept of this proposal for individual professional growth within the possible bounds of some group activity.

Moving Toward the Program

To move toward this plan, a cooperative agreement must be made among the college, the school system, and state certification officials. Once this cooperation is achieved, it is a matter of trial and evaluation to determine the effectiveness of the program. The following are some of the more immediate and practical considerations to be made:

1. Although the desired motivation is intrinsic, there should be an understanding that this plan is designed to replace rather than supplement present course-credit certificate renewal programs.

2. It is nearly impossible for a college staff member to accept as overload such responsibility as this plan implies. Therefore, the appointment of clinicians must be shared by college and school system.

3. Adequate evaluation procedures, both subjective and objective, should be employed to test the plan. This evaluation should focus on the program rather than the individuals involved in it.

4. Sufficient planning and execution time should be a part of the plan. It should be given a chance to function.

5. The cooperative aspects of the plan should be a matter of serious study and negotiation by persons of all agencies involved.

Issues and Questions Suggested by the Proposal

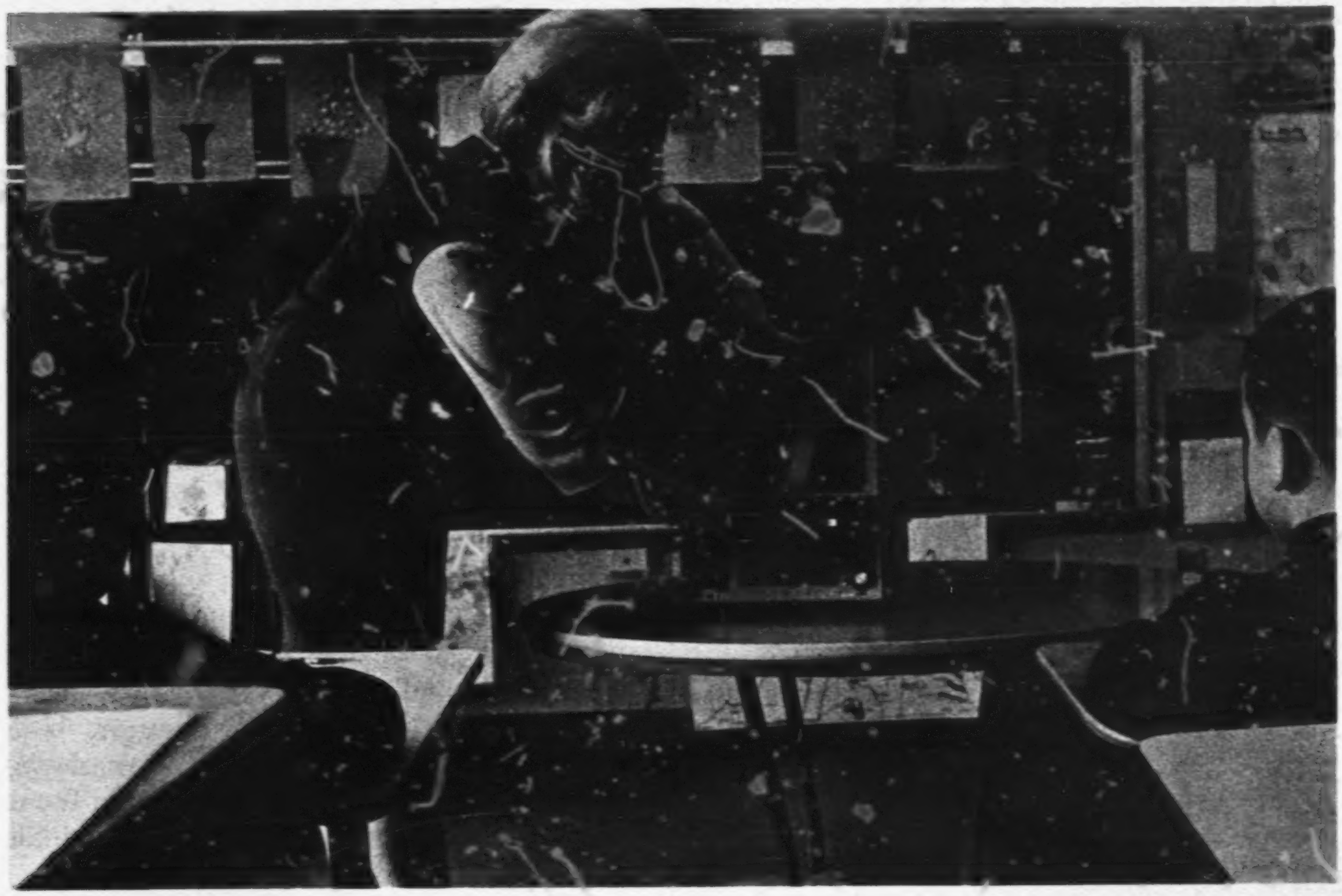
1. Obviously, issue is taken with the notion that a fixed number of hours or experiences is a legitimate requirement for the renewal of an individual's teaching certificate.

2. The plan is proposed as developmental. Does the idea of individual levels of ability and progress apply equally to teachers and children? Is it not possible to plan for individual differences in a professional growth program?

3. Shared appointments have already been belabored by a number of issues such as (a) salary, rank, and prestige for the clinician; (b) lines of authority to be followed by the clinician; (c) competencies required of a clinical professor.

4. A basic issue of reciprocal confidence among the agencies is involved. In addition, there is a problem of mutual trust and concern when an interdisciplinary approach is made.

5. A final problem involves the composition and conduct of the college committee and how it functions as a group. The key to the proposed plan lies mainly in the high-level operation of the committee.



SCHOOL-UNIVERSITY COOPERATION IN THE DEVELOPMENT OF CAREER TEACHERS

Helen Wardeberg ■ Professor of Education ■ Cornell University ■ Ithaca, New York
J. D. Hart ■ Principal ■ Ithaca Public Schools, New York
Ann Gunning ■ Elementary Supervisor ■ Ithaca Public Schools, New York

The purpose of this proposal is to suggest within an elementary school setting some ways of providing for better public school-university cooperation to foster continuity between preservice education, beginning service, and in-service development of career teachers. The education of a teacher is no longer something to be completed in a fixed period of preservice education; rather, it depends on integrated planning of continuing educational experiences.

While teacher preparation should not be narrowly prescriptive or destructive of experiment and innovation, it should ensure that certain qualifications are held by those entering the profession. Members of the practicing profession should be involved in a fundamental way in the preparation and continued education of teachers.

Summary Statement of the Plan

In essence, the proposal is for teaching teams in the elementary school, a fifth-year residency program combining professional study of education with field work, planned involvement of community volunteers, and an internship at the doctoral level for those continuing their career as supervisors and teachers of teachers. The program, designed and operated by a school system and a university, would be developed in such a way that the state education department would be assured of its quality, with those who complete it being eligible for licensing in their respective fields.

The program would be a twelve-month continuing operation, beginning July 1 each year. The school would operate a summer program and the university would operate its usual summer session, meeting needs of resident students and of school personnel.

While the proposal is hypothetical, parts of it are based on an actual program.

Description of the Plan

The proposal designates several professional roles not commonly found in educational practice today. *Team leaders*—able career teachers interested in innovation—would organize the program and plan for the continuing though differentiated education of professional personnel. *Teacher associates*—fifth-year liberal arts graduates who have identified their career interest in education—would work half time in the schools and study half time at the university. *Teacher aides*—volunteers working in a lay capacity in the educational enterprises—would work a limited amount of time in the schools under direction of the professional personnel. *Supervisory interns*—experienced teachers from the local or other schools—would study at the university and supervise the teacher associates in the field.

1. Organization

A teaching team in the elementary school would include:

a. From three to six classroom teachers, each responsible for a group of children. One or two of these would be first-year teachers; the others would be experienced.
b. From one to three teacher associates, each a half-time employee of the school system and a half-time student in education at the university. They would have one-year internship certificates.
c. One or two teacher aides, who would work part time at activities not requiring the degree of professional preparation of the licensed teacher.

Personnel available to the team as needed would include:

a. A secretary, able to take dictation or transcription, who could reproduce study materials as well as keep records.
b. Specialists in music, art, and physical education who are already on the elementary school staff.
c. Special service personnel, such as librarian, psychologist, remedial reading teacher, and speech therapist.
d. Part-time teachers—permanently certified personnel working part time.
e. Tutors, volunteers, or highly trained specialists in certain fields.

Team leaders would coordinate activities of the team members and organize educational experiences for children. A complex might involve several sections of two or more grade levels. Class size would be no more than an average of 25 pupils per teacher room, with a maximum of 150 children in any one team complex. Team leaders and teacher associates would work directly with some children for a part of each day. Several teams might operate in the same building.

2. Personnel

Personnel would be selected because of their potential to contribute to as well as to profit from this team relationship.

Team leaders would be selected on the basis of such things as ability to articulate the teaching process and interest in working with those entering the profession. They would consult individually with team members and might conduct seminars or brief training sessions and special in-service programs.

Teacher associates would be selected on such bases as demonstrated interest in working with children and commitment to a teaching career. Teacher associates are the key to the success of the program. They would work independently with individuals, small groups, large groups, experiencing many types of situations. They would provide enrichment for some children, corrective work for others. They could administer such diagnostic devices as informal reading inventories. They would gain satisfaction from continued contact with specific children in long-range planned activity. They would make possible the flexibility the program requires.

Classroom teachers would be selected on such bases as career teacher status and the ability to do demonstration teaching. The classroom teacher would be the stabilizing element for a given group of children directly under his guidance and probably based in his classroom.

Beginning teachers would be selected from among all teachers new to the system on the basis of such things as expressed interest in working in such a program or evidence that they would profit from added support of the team leader. Beginning teachers would have a light teaching load, with the team leader helping them organize time, make plans, and implement the curriculum. They would observe others and be observed more than is usual.

Teacher aides would be selected from among community volunteers on such bases as knowledge of children of this age, dependability and maturity of judgment, and potential for entering teaching as a career. Teacher aides might prepare work materials, correct papers and analyze errors, direct practice sessions, arrange for and operate audiovisual equipment, read stories, introduce craft activities, direct games, and so on. They would increase opportunity for attention to individual children's needs.

Supervisory interns would be selected from those who meet university requirements for admission to the doctoral program and on the basis of ability to work with people, to assume responsibility, and to coordinate the broad aspects of a program. Supervisory interns would work primarily with the team leaders and the teacher associates to help students integrate field experience with formal study.

3. Implementation

The project would be under the general direction of the elementary supervisor. Within any given school the principal would have major authority for coordinating team activities with the ongoing program.

The university program would be under the general direction of a professor of elementary education responsible for admitting students, planning the program, and directing the supervisory interns.

Increments for team leaders at perhaps 10 percent of base salary on a twelve-month contract and stipends for teacher associates at half the salary of a beginning teacher of comparable education and maturity would be necessary. Supervisory interns would be compensated at the rate of senior research assistants, including waiver of tuition and fees. Funds to support attendance at professional meetings, visitation consultants, guest speakers, seminars, and workshops should be available.

4. Continuing Education

Team leaders could continue their formal education at the university. For example a team leader might become a supervisory intern. New ideas, results of research, and implications for innovation might be presented in seminars, perhaps in conjunction with university lecture series or public school in-service events.

Supervisory interns would study in a field such as curriculum and instruction or educational administration. They would combine formal study, field work, and research in a planned internship funded for a three-year period.

Teacher associates would study methods and materials for teaching reading and language arts, mathematics, and science. Educational foundations courses in psychology and sociology and two graduate-level academic courses would complete the formal course requirements. Associates might work with children in community activities such as camp, community house, or playground during the summer. Others who have done much of this because of their interest in children might work in the summer school as tutors or corrective teachers. Concurrent seminars for teacher associates would be sponsored by the university on topics clearly associated with problems in the field. Team members might be participants.

5. Opportunity for Innovation and Change

Team leaders would integrate the services of community volunteers. For example, tutors could work with the emotionally disturbed or culturally deprived youngsters as well as those with educational problems. Orientation sessions and perhaps some in-service work conducted by school personnel are essential to maintain continuity of the school philosophy and educational progress.

Specialists in music, art, and physical education could provide continuing education for all team members, as flexible scheduling of their time permits.

Modern technology could be utilized. Video tapes of a given teacher might be used for self-evaluation and as a basis for discussion. Single-concept film cartridges could be the basis for an in-service seminar. Closed-circuit television might be used to demonstrate use of new materials and procedures.

The versatile use of space should be explored. Mobile equipment and movable furniture will be demanded. Convertible areas for individual and small group activity will be needed.

The observation of instructional practices by many different people would be a feature of the plan. This should produce increased attention to teaching and an exchange of ideas, materials, and procedures. Team members would not be in competition, but all would be concerned with the best educational progress of the pupils in the team unit. Self-improvement and a stimulating esprit de corps should result.

Questions and Issues

The plan requires several changes in thinking. There is a basic difference from what has been the typical approach to student-teaching experience. We are proposing that competent, intelligent young people can begin teaching in a responsible "real-life" situation; that with guidance they can develop their own patterns of working with children rather than learning the procedure of a master teacher; that by developing strength in a number of different types of situations with different children, working with many teachers over a period of time, they will develop competencies essential to the effective classroom teacher.

The proposal is based on the idea that a public school system and a university within reasonable commuting distance of each other can develop a cooperative plan for the preparation of teachers that will be mutually beneficial; that such a plan is feasible; that the school system will benefit in its in-service work, supervisory services, and an enriched instructional program. The commitment to teacher education will produce tangible results within the system.

The plan proposes a modified organization of the elementary school. Planned interaction between team members will provide continuous growth for teachers and improved education for children. Community workers will be involved in constructive ways. Children will be in direct contact with more adults than in the self-contained classroom, but the unifying force of the team leader and the maintenance of stable classroom units guard the integrity of curriculum and experience.

We base our plan on the philosophy that the quality of education depends on the intellect, the commitment, the sensitivity, and the imagination of those who teach, those who learn, those who design and administer teacher education programs. Through joint school-university responsibility, better continuity between preservice and in-service teacher education would be assured.

Some of the financing will come from the school system as part of its operating budget; some will come from the university, primarily in the form of fellowships and tuition-fee waivers. Possibilities of foundation support and funds from the state education department and federal acts, such as Title V-C of the new Higher Education Act and Title IV of the Elementary and Secondary Education Act, could be explored.

Dirck W. Brown ■ Associate Secretary ■ National Commission on Teacher Education and Professional Standards

What follows is not meant to be a literal summary but one man's view of the Regional TEPS Conferences. At each meeting I was assigned to discuss the climate or atmosphere that prevailed, the several key ideas that emerged, and the points of agreement and disagreement. My comments here pertain to all the conferences to the extent that one can recapture the feeling and substance of eight separate meetings.

Climate

There was a uniformly good response to the overall structure and organization of the conferences. The conference plan of keynote speech, interview session, panel presentation, study group sessions, and further presentations evoked a positive response from the participants. They felt involved quickly in the work of the conference and they felt a sense of unity in the sequence of activities.

Many participants were attending a regional TEPS conference for the first time. This factor and the diversity of roles in education represented at each meeting produced some initial uncertainty about conference purposes.

The keynote speeches were designed to define the career remaking task and illuminate the human, political, and social-psychological dimensions of the problem. The keynoters' focus on both problems and possibilities set the stage for involvement of the participants in the issues implicit in the idea of teaching as a career. A central idea presented was that responsibility for change rests with the individual, working cooperatively with organizations. One keynote speaker illustrated the basic thrust of all eight on the matter of fixing responsibility for change when he said, "Textbooks and transients, student interests and student teaching—not one of these topics is of real importance. What is important is a sense of command over one's professional circumstance and willingness to face the political demands of the career remaking task."

PART FOUR

CONFERENCE SUMMARY

The study groups were useful as a technique for getting down to specifics. The groups varied in the extent to which they dealt with the written proposals or with issues and questions more closely related to their own jobs.

The state delegation meetings also were useful in providing a setting in which issues and ideas relevant to each state could be discussed.

The two presentations opening the second day of each conference were remarkably related although designed for very different purposes. A presentation on the Million Dollar Fund for Teacher Rights illustrated the social and political realities of the times in which we live. Another on the role of the teacher and the student in a changing milieu, and the meaning of change for the career remaking task, complemented and reinforced the central theme—that social change demands changing roles and perspectives and radical revisions in our conceptions of education and the task of the teacher.

Key Ideas and Points of Agreement

Agreement was evident in all eight conferences on the following points:

1. If the idea of the career teacher is to become a reality, reform must start with individuals. Responsibility for reform will involve hard work, sensitivity, and commitment to the use of intellectual and emotional resources.
2. If educators do not take the initiative for reform, others will, with the result that we will become ineffective and of little influence.
3. We all need to know more about what we are doing—about the outcomes of our work—so we can have a more adequate basis for getting on with the task of remaking the world of the career teacher. Research must be broadly conceived and

Dirck W. Brown

relate to action. Rather than more quantitative, statistically based studies, we need an approach to our work that is innovative and critical.

4. An either-or approach will not work—either salaries or standards, either welfare or rights, either thought or action. Both dimensions must be incorporated into strategy for remaking the world of the career teacher.

Points of Nonagreement

Less than full agreement was achieved on several issues:

1. Without truly cooperative work on the part of both schools and colleges, the possibilities for remaking the world of the career teacher are slim.
2. How critical are the times in which we live?
3. How bold and how creative can we afford to be?
4. Who is really going to take the initiative and responsibility for change?
5. Can we as professionals become committed to a posture of change, critical analysis of where we are and ought to be, and radical efforts?

There was one serious omission at each of the eight conferences. The fullest sense of possibility and reality was absent because of the built-in factor of limitation: persons of minority groups—Negroes, Spanish-Americans, Orientals, Indians—were not present commensurate with their numbers in the states represented in each region.

This omission and its limiting effect is noteworthy because significant change in the real world of the career teacher will probably not come about unless we find ways, very soon, to involve in our work our fellow educators from these minority groups.

Each conference enabled its participants to approach again some of the most important issues we face with candor and responsiveness. The conference leaders and the participants as well began each meeting recognizing the fact that the career remaking task is complex and often uncomfortable to consider. A key point of consensus, however, was that the task is worth the trouble, for the risk of losing the opportunity is too great.

Don Davies* ■ *Executive Secretary* ■ *National Commission on Teacher Education and Professional Standards

In ancient times it was said that when Cicero spoke those who listened would say, "How well he speaks," but when Demosthenes spoke they would say, "Let us march!" It is the latter result we seek in the TEPS program. We are much less concerned about having "good conferences" or giving "good speeches" than we are about helping people develop the courage and the will and the wisdom to act responsibly and swiftly.

My comments are intended to suggest the kinds of action that are needed if we are to remake the world of teachers in order to raise the quality of American education.

This is a time of unusual tension between change and order in our society in general and in education in particular. Educators across the country are both exhilarated and confused, hopeful and anxious about the changes that are upon us—the new federally supported programs, the new curriculum, the new aggressive spirit of teachers and their organizations, new relationships between teachers and administrators and teachers and school boards, the new involvement of political leaders in education, new high levels of interest by the public in school and college problems. Most of us are excited about all the new possibilities but anxious about the loss of older values and about how we personally will fit into the new scheme of things.

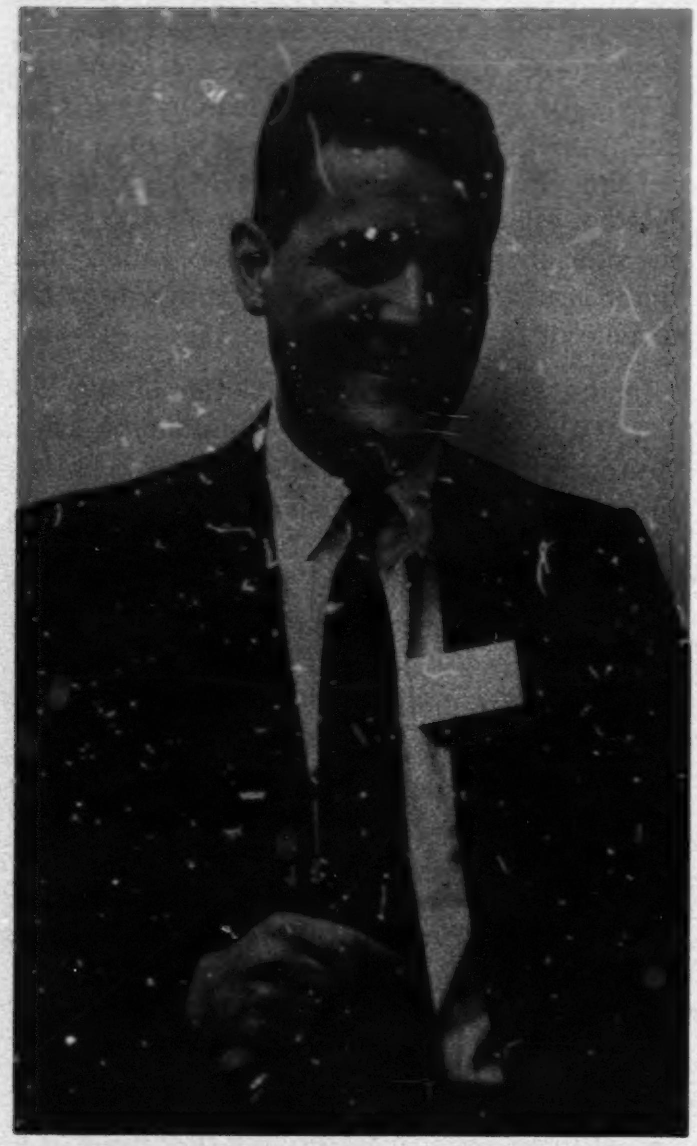
In the *Key Reporter* (newsletter of the Phi Beta Kappa Society) in the summer of 1965, Moody Prior of Northwestern University wrote with considerable insight about the continual inner struggle to maintain a balance between change and order which has been faced by all civilizations. He pointed out that "the only certainty human societies can be assured of . . . is that their order will be repeatedly modified by innovations that compel the alteration of things as they are. Our problem today," he said, "is simply the universal one of the common human situation—to adapt to the need for change without disaster."

PART FIVE

AN ERA OF OPPORTUNITY

My thesis here is a simple one: We are entering a new era in American education (and indeed in American life in general). We cannot turn back to a simpler day. We have unparalleled opportunities to accomplish things that we formerly thought were desirable but out of reach. We need to find ways to capitalize on the new opportunities we have rather than sink into sullen defensiveness, debilitating anxiety, and wasteful conflict.

Don Davies



Three opportunities deserve special attention and a few specific steps can be taken to capitalize on these opportunities.

1. *The opportunity to develop teacher education programs that really make a difference.*

We need programs which make a difference in the lives of the graduates, a difference in what goes on in the classrooms of the nation's schools, a difference in the quality of life in our communities.

William Sloane Coffin, Jr., the Yale chaplain, wrote recently about higher education in general: "Our problem is not that we are incompetent, only that we are somehow insignificant; not that what we say is not impressive intellectually, only somehow unimportant historically. What we do lack is consequence."

To some extent this statement applies to teacher education and teacher educators. In my view, the most valid criticism of teacher education is not that education courses are Mickey Mouse but that the courses and the programs seem irrelevant to the real problems out there in the schools. We need to develop courses and programs in which the content is so significant and so helpful that if they were banned by law teachers would organize an underground movement to have them taught with the shades drawn or in cellars and attics.

The opportunity is real. What can be done to make the most of it? Consider these possibilities:

a. We can give a new push to research in teaching, which can lead to more valid theories of instruction and to greater insight into the teaching process, which in turn will provide a solid foundation for planning the content of teacher education programs.

b. We can push for much closer working relationships between schools and colleges in planning and conducting preservice and in-service teacher education programs. In the past, such relationships have been largely ceremonial. The ceremony hides a good deal of misunderstanding and distrust. We need genuine working relationships and jointly sponsored programs.

c. We can *listen* to classroom teachers rather than decide for them what *they* need.

d. We can encourage the recruitment, training, and utilization of a new breed of professional worker—a liaison person who has one foot in the college and the other in the school, who is responsible for helping young people to bridge the theory-practice gap. We can support systematic efforts to recruit and prepare a larger number of talented people to teach in departments and schools of education.

e. We can develop new training programs for school administrators, programs geared to the changing job of the administrator in changing communities and changing school systems.

f. We can try a variety of new ways to make the clinical study of teaching more effective, to help prospective teachers and teachers on the job see, understand, and modify their behavior in the classroom. The use of television to capture segments of classroom teaching is one way.

g. We can insist on renewed emphasis on the general or liberal preparation of teachers, reasserting the premise that the teacher must first be an educated man who can think and communicate clearly and who understands his own culture and the culture of others. In order to promote happier relationships with academicians, educationists have been silent for decades about the inadequacies of liberal education for teachers.

h. We can change our college programs from their characteristic white, middle-class, suburban "nice school" orientation to programs that recognize the diversity in color, religion, economics, and social values of our society and that take into account the war on poverty, the civil rights movement, and other significant social forces.

2. *The opportunity to amplify the voice of the profession.*

I heard a thoughtful, well-known educator say recently, "The professional voice is getting softer and softer." He was talking about teachers organizations, faculties in colleges of education, and teachers and administrators in the schools. He was talking about all of us.

He pointed out that the leadership in most of the major developments affecting education is coming from the outside. Examples are Head Start, which redramatized the importance of early childhood education; the Peace Corps, which captured the imagination of tens of thousands of young people and introduced new dimensions to our educational effort overseas; the curriculum reform movement in mathematics, science, and the foreign languages; the civil rights movement, which has seen the lunch counters integrated ahead of the schools, colleges, and professional associations.

He asked: Who are the people with the most influence in American education today? His answer: the scientists, the economists, the political scientists, the journalists, the bright young men who are trained to administer organizations effectively.

Who is on the advisory committees of the U.S. Office of Education—teachers, administrators, professors of education? Not many.

Who is on the steering committee of the new interstate Compact for Education—teachers, administrators, professors of education? Almost none.

How should we respond to a situation in which we are being bypassed, patronized, or ignored? Most certainly not by wailing and flailing. Instead, we have an opportunity to develop a professional voice that *will* be heard because it has something to say, a new kind of professional leadership that cannot be bypassed because it is effective.

What might we do? Here are some possibilities:

a. Make sure that our newly strengthened local and state teachers associations are willing and able to deal with significant educational and professional problems (not simply with immediate welfare concerns of teachers). For example, if an association is concerned only about how many holidays there will be for teachers and not about preparation and qualifications of teachers for the new preschool programs or about the problem of misassignment, it scarcely deserves an important voice.

b. In pushing hard for professional negotiation, we can make sure that our agreements are designed to produce not only adequate welfare benefits for teachers but also improved professional competence and educational quality. If we don't, the public will have no confidence in our professional voice.

c. Professional associations can speak out vigorously and promptly and constructively when criticism is needed of new state and federal programs or other educational developments.

d. Educators and their organizations can speak out much more vigorously than they have in the past on the great issues of the day which affect education—school integration, intellectual freedom and the right to dissent, compensatory education, de facto segregation in the North. Our professional voice becomes softer when we refuse to recognize and speak on such issues. Every time we are silent because we fear controversy or because we are anxious about the political impact of what we say, we sell a little bit more of our right to speak and our right to be heard.

e. We can find ways to speed up the process of deliberation and decision making in school systems, colleges, state departments of education, and associations. One reason educationists are being bypassed is that we have been sluggish in making decisions. We have tended to want to talk and talk, study and study, and endlessly appoint committees when prompt action is called for. While we have been talking and studying, others have been acting.

f. We can insist and keep on insisting that classroom teachers be represented in more than a token way in making policy decisions, for example, in deciding on what is needed at the local level to help improve the education of disadvantaged children, in drafting guidelines for the new federal programs, in the work of the new interstate Compact for Education, in curriculum study projects. We must reject tokenism and build our case on the fact that teachers should be included because they have special knowledge and expertness to bring to bear on the decisions to be made. We need teachers making policy decisions, not for political and symbolic reasons, but because teachers have sophistication and wisdom about the problems of teaching and learning.

g. We can firmly reject the "new paternalism" of some who would lead the profession—the paternalism that tries to sell teachers on the idea that there are single answers to complex problems, that substitutes sloganeering and tub-thumping for sophistication and intelligence. For example, "If we get collective bargaining, our problems will be solved." Or, "If we only get the administrators out of our organizations, our organizations will be more influential." Or, "Reducing class size from 33 to 32 will vastly improve the quality of education in our schools."

3. *The opportunity to build a real profession of teaching.*

We have talked a good game of professionalism for a long time now, yearning all the while for a kind of instant status and recognition. We have talked to ourselves endlessly about professionalism; we have overused the word itself. We have erred in thinking that professional status would be awarded to us some bright day like knighthood or a college diploma.

In this new era in American education we have a real opportunity to build a profession of teaching *in fact*. What steps should be taken if we are to seize this opportunity? I propose these:

a. We can be willing to police our own ranks and then establish the laws and procedures needed to protect the ethical and competent teacher and administrator and remove the unethical or incompetent.

b. We can rid ourselves of the blight of misassignment which makes it impossible for us to guarantee to the public that those who practice our profession are competent. We can stop playing the buck-passing game on misassignment (e.g., "It's the superintendent's fault." "It's because the teachers value seniority more than competence." "If only the colleges were doing a better job of counseling and preparing teachers." "The state department of education is the real problem").

c. We can provide induction programs for new teachers which will aid the neophyte in developing competence and confidence, which will provide a solid base for a career in teaching.

d. We can find new ways to recognize and reward the central service of the profession—teaching young people in classrooms—and to reverse the "flight from teaching" which sees many of the most talented people seeking money and prestige where they are to be found in administration and elsewhere outside of teaching.

e. We can insist that colleges that wish to prepare teachers make sufficient commitment in money, staff, and intellectual support to provide first-rate programs or go out of the business of preparing teachers.

f. We should insist that colleges preparing teachers establish high standards of admission and retention for teacher education programs, screening candidates systematically for intelligence, academic achievement, physical stamina and health, emotional stability, moral and ethical fitness, correct spoken and written English, and the ability to work with others.

g. We should push for the establishment of broadly representative professional boards at the state level to establish policies and procedures for certification, giving the profession itself a major voice in the setting of qualifications for admission to practice.

h. We should plan and put into operation sound programs of evaluation of competence of teachers and administrators before lay school boards or state legislatures impose plans of their own on us. We are so terrified of anything that sounds remotely like merit pay that we have abdicated our responsibility to study problems of evaluation and propose sound solutions.

i. We should create conditions in the schools which are truly hospitable to talented people who are competent and committed to a career in teaching. Such conditions include a high level of academic freedom, a reasonable work load, opportunity for intellectually stimulating relationships with colleagues, assistance with clerical and other duties not requiring advanced education and intellectual ability, a democratic atmosphere, and recognition of diversity among individuals.

These, then, are three opportunities in an era of opportunity—the opportunity to develop teacher education programs that really make a difference, the opportunity to amplify the voice of the profession, and the opportunity to build a real profession of teaching.

I am not a Pollyanna; I am not naïve about political and educational power struggles. I do not intend to be pious; I do not want to emulate Norman Vincent Peale. But I am having none of the hand-wringing and teeth-gnashing that are so popular these days when referring to the growing power of the federal government in education or to the other changes that are with us.

The opportunities before us are so great that we can tolerate some tension, confusion, and conflict. We can tolerate mistakes. We can even for a while tolerate being the targets of intolerance.

In the TEPS program we may be uncertain about some of the details, but we are clear about the directions in which we intend to lead. It is these directions which I have sketc[redacted].

Maybe these conferences will make a difference. I think they will, because the real secret of my optimism about the era of opportunity lies in my confidence in the energy, ambition, sensitivity, and imagination of teachers all across this country.

ANNOTATED LIST OF CONFERENCE PROPOSALS

Sybil Abbott, Elementary School Teacher, Reno, Nevada

TELE-LECTURE—A NEW WAY TO TEACH

Many schools in a region or state can join at a prearranged time in a telephone hookup to participate in a university course, in-service training course, or regular classroom subject in the public schools. Tapes, transparencies, or other materials are sent to the schools prior to the lecture, and questions of agreement or disagreement can be discussed during the hookup.

USE OF RETIRED TEACHERS

Professional, capable retired teachers could help supervise beginning teachers, aiding them in lesson planning and correcting papers and giving help and ideas in art, music, social studies, etc. Later in the year they could also be used as teacher aides or substitute teachers.

Dwight W. Allen, Associate Professor of Education, Stanford University, Stanford, California

Kevin A. Ryan, Assistant Professor, Graduate School of Education, University of Chicago, Chicago, Illinois (as of September 1, 1966)

A NEW FACE FOR SUPERVISION

Through the use of new technological aids to supervision, a freer atmosphere for supervision, and more focused supervision by fellow teachers, professional colleagues can systematically upgrade their performance. Specific proposals for improving supervision are video-tape recordings, in-service microteaching, time-lapse photography, and performance curriculum for teaching.

Edwin Bailey, Chairman, Division of Educational Administration, University of Missouri, Kansas City, Missouri

Robert Bibens, Principal, Paseo High School, Kansas City, Missouri

Daniel U. Levine, Associate Director, Center for the Study of Metropolitan Problems in Education, University of Missouri, Kansas City, Missouri

Frank Markus, Coordinator of Teacher Education and Assistant Professor of Education, University of Missouri, Kansas City, Missouri

THE CONTRIBUTIONS OF INSTRUCTIONAL LABORATORY CENTERS (ILC) IN PROMOTING PROFESSIONAL EDUCATION AND FACILITATING THE DEVELOPMENT OF SPECIALIZED CAREERS IN EDUCATION

The Instructional Laboratory Center, operated jointly by a number of school districts and institutions of higher education, would introduce teachers to new approaches to curriculum and instruction and provide them with a supervised opportunity to test the approaches with students and to follow up on them in their home schools. The centers also would serve as a convenient vehicle for training activities involving future teachers, counselors, administrators, and other professionals.

APPENDIX A

George E. Bair, Director of Education, South Carolina ETV Network, Columbia, South Carolina

HAIL AND FAREWELL TO THE SELF-CONTAINED TEACHER

The self-contained classroom is not a place, it is a person—the self-contained teacher. Until we teach teachers to be managers of instructional resources, we cannot fundamentally change the American classroom environment.

Edward W. Beaubier, Superintendent, Fountain Valley School District, Huntington Beach, California

COORDINATING TEACHER PROGRAM

The proposed program is a method to recognize and reward exemplary, career teachers. In operation, it also provides career teachers the opportunity to work in and develop innovations in teaching technology.

John E. Bell, Assistant Professor of Education, Arizona State University, Tempe, Arizona

PREPARING TEACHERS FOR INNOVATION —A JOINT RESPONSIBILITY

Qualified public school personnel should receive joint appointments to the faculties of nearby colleges, with responsibilities for supervision and coordination of student teaching. The colleges would provide consultant help and leadership to the schools in implementing the newest practices in curriculum and instruction, creating an environment for a teacher education program of the latest and best practices.

Lucille B. Boggan, Director, School-University Teacher Education Program, District of Columbia Public Schools, Washington, D.C.

PRESERVICE EDUCATION OF TEACHERS FOR THE DISADVANTAGED

It is proposed that the combined resources of eight metropolitan colleges and universities and the D.C. Public Schools would provide professional experiences to develop teachers adequately equipped to teach children in disadvantaged areas. The plan suggests a strong interdisciplinary approach, with all professional education given on-site in selected inner-city schools.

Samuel M. Brownell, Superintendent of Schools, Detroit, Michigan

PROMOTION OPPORTUNITIES FOR CLASSROOM TEACHERS

The proposal would use procedures well tested in promoting teachers out of the classroom and into administrative and supervisory jobs. Qualifications for eligibility are suggested from which those considered best qualified by committee screening would be promoted and receive annual increments to the maximum of an assistant principal.

John H. Callan, Dean, School of Education, Seton Hall University, South Orange, New Jersey

COOPERATIVE PROFESSIONAL REFRESHER AND EXCHANGE PROGRAM

A proposal that the college teacher of professional education courses be required, at least every five years for a full academic year, to return to the classroom level for which he is preparing teachers. For the same period, the teacher replaced would join the education faculty of the college and be assigned responsibilities appropriate to his experience and interest.

John L. Carnochan, Jr., Superintendent of Schools, Board of Education of Frederick County, Frederick, Maryland

NEW WAYS TO DIFFERENTIATE TEAM ASSIGNMENTS WITHIN A SCHOOL

An organization plan for a large junior-senior high school, combining team-teaching and school-within-a-school concepts. An English team is used to illustrate the plan, involving a team leader, career teachers, interns, student teachers, and teacher aides.

Helen J. Caskey, Professor of Education, University of Cincinnati, Cincinnati, Ohio

Agnes A. Manney, Professor of Education, University of Cincinnati, Cincinnati, Ohio

PROVIDING FOR THE INTERRUPTED CAREER IN TEACHING

More effective counseling for women teacher education undergraduates is proposed, as well as helpful information about combined teaching and homemaking. Telecasts of good teaching situations and "field memberships" in professional organizations could keep up the interest and competence of dropouts, while more flexible course schedules for those who return to college could help the delayed entrant to pursue a teaching career.

Richard W. Clark, Assistant Principal, Hyak Junior High School, Bellevue, Washington

LIMITED-RESPONSIBILITY AND PARAPROFESSIONAL TEACHERS

Limited-responsibility and paraprofessional teachers, with differentiated salaries, could complement the roles of professional teachers. Limited-responsibility teachers would work part time in specific instructional positions, while certified paraprofessionals would work with teaching teams, performing clerical and professional tasks.

Clara E. Cockerille, Professor of Education, Westminster College, New Wilmington, Pennsylvania

Joseph R. Henderson, Head, Department of Education, Westminster College, New Wilmington, Pennsylvania

Assisted by members of the Graduate Department classes in Philosophy, Supervision, and Administration

A THREE-LEVEL APPROACH FOR IN-SERVICE GROWTH OF CAREER TEACHERS

A plan for (a) permitting select teachers to plan their own in-service activities; (b) college and university participation in guiding classroom and individual research and experimentation for the teachers in the program; and (c) a national exchange program for career teachers.

James C. Cole, Associate Professor of Elementary Education, Stanislaus State College, Turlock, California

IMPROVING TEACHER EDUCATION: A PROPOSAL FOR "RE-EXPERIENCE"

It is proposed that college professors of educational methods be given a chance to return to elementary or secondary school teaching in order to test theories, apply principles, and use methods they recommend in their courses. Underlying assumptions are presented, and three means of implementation are included, together with some general policies.

Franklin M. Conary, Assistant Professor of Education, Auburn University, Auburn, Alabama

A PROPOSAL FOR INCULCATING PROFESSIONAL GROWTH IN SELECTED EDUCATORS

It is proposed that selected career teachers, during in-service or on-campus training, "play" roles requiring high levels of creative, intellectual, or professional attitudes and behaviors. The concept and structuring of the role playing would be based on the fixed-role therapy techniques advanced by George Kelly.

James G. Cooper, Associate Professor of Education, University of New Mexico, Albuquerque, New Mexico

A CLINICAL APPROACH FOR TEACHER EDUCATION

The major theme is that most programs in professional education overemphasize abstract concepts, slighting the development of actual behavior. A plea is made for applying a clinical approach, such as in medicine and dentistry, to the preparation of teachers.

William Cotton, Director of Education, State University College, Geneseo, New York

Alice Foley, Director of Instruction, Brighton Public Schools, Brighton, New York

Daniel Hall, Associate Dean for Graduate Studies, State University College, Geneseo, New York

THE INTERRUPTED CAREER OR LATE CHOICE OF CAREER IN TEACHING

Selective and aggressive recruitment among other professions and industry should bring able people into the teaching profession. The efforts must include provision for guidance, professional programs, and financing.

Lawrence P. Creedon, Administrative Assistant, Quincy Public Schools, Quincy, Massachusetts

A PROPOSAL FOR AN IN-SERVICE TRAINING PROGRAM AIMED AT ESTABLISHING A CLIMATE FOR CHANGE (QUINCY PROJECT IN EDUCATIONAL DEVELOPMENT)

A three-year project assumes that no meaningful change can take place in public education until teacher behavior has been affected, that a teacher who is incapable of dealing with and responding to change is equally incapable of preparing young people to live in and contribute to a society characterized by continuous change.

Edward L. Dambruch, Assistant Dean of Students, University of Rhode Island, Kingston, Rhode Island

Joseph MacAndrew, Principal, Park View Junior High School, Cranston, Rhode Island

THE RESIDENCY TRAINING PROGRAM FOR THE BEGINNING TEACHER

The proposed program includes classroom instruction, participation in administration and guidance services, and active work in research and curriculum planning. All professional courses would be deleted from the undergraduate program and become part of the residency work as in-service courses conducted jointly by the school system and the training institution.

Ruth C. Dammann, Principal, Central Grade School, Pueblo, Colorado

Robert C. Richards, Teacher, Central Grade School, Pueblo, Colorado

Herbert C. Bailey, Director of Elementary Instruction, Pueblo District No. 60, Pueblo, Colorado

IMAGINATION: A CURRICULAR NECESSITY

Imagination is a curricular planning necessity when the problem is the teaching of reading to economically deprived children. The use of a centralized librarian to three classroom teachers for remedial work may prove helpful.

Richard W. Day, Principal, The Phillips Exeter Academy, Exeter, New Hampshire

Albert C. Ganley, Instructor in History, The Phillips Exeter Academy, Exeter, New Hampshire

Joseph C. Grannis, Instructor in Education, Harvard University, Cambridge, Massachusetts

SOME SUGGESTIONS FOR THE EDUCATION OF TEACHERS

Any program of teacher education faces a threefold task: to change the teacher's view of his own role, to improve the understanding of both teacher and student of the learning process, and to enable the teacher to become a scholar in his discipline or disciplines. The university and the school must share in this responsibility by providing a comprehensive two-year program of study, observation, practice teaching, and evaluation.

Eugene A. Diggs, Director of Instruction, School District of University City, University City, Missouri

TAILORED PROFESSIONAL GROWTH FOR TEACHERS

A call for a comprehensive approach to the continuing education of teachers. Although different parts of the program are described separately, they should be used in concert as a comprehensive approach to individualize in-service education.

Victor W. Doherty, Director, Carnegie Professional Growth Program, Portland Public Schools, Portland, Oregon
Thomas E. Woods, Superintendent of Schools, Beaverton, Oregon

PROPOSAL FOR THE DEVELOPMENT OF AN IN-SERVICE EDUCATION PROGRAM IN A CITY SCHOOL SYSTEM

It is suggested that outstanding classroom teachers be selected to develop and teach in-service courses, that teachers and principals cooperate in planning in-service programs, that relationships with colleges and universities be developed in the interest of coordinating resources, and that careful and systematic evaluation procedures be employed to ensure a quality program.

Marion Donaldson, Superintendent, Amphitheater Public Schools, Tucson, Arizona

ORGANIZING FOR EFFECTIVE INSTRUCTION

A plan for utilizing more effectively the professional competence of the teacher for more relevant and meaningful learning experiences for students. These twin purposes are accomplished by eliminating the traditional method of organizing for instruction and providing, instead, for teacher control of time and bringing within the school the important functions of planning and evaluation.

John C. Drake, Executive Secretary, Kansas City Education Association, Kansas City, Missouri

RELEASING CREATIVE POTENTIAL IN TEACHER-COMMUNITY RELATIONSHIPS

A technique for involving teachers and lay citizens in broad educational planning so that they forget their respective roles and learn to know and respect each other as persons. The school system would benefit from the fresh thinking engendered in the process.

David D. Draves, Associate Professor of Education, University of New Hampshire, Durham, New Hampshire
H. Stuart Pickard, Assistant Superintendent of Schools, Supervisory Union No. 56, Somersworth, New Hampshire
John E. Splaine, Teacher and Visual Media Coordinator, Somersworth High School, Somersworth, New Hampshire

A PROPOSAL FOR AN INDIVIDUAL PROFESSIONAL GROWTH PROGRAM

A year's series of four or five workshops will help teachers to develop a better personal understanding of the teaching-learning act and help colleagues perfect their skills and insights. The program will achieve a ripple effect by rotating workshop participation among faculty members, who would subsequently instruct and supervise their colleagues in the home school, and by training supervising teachers.

Nicholas E. Duff, High School Social Studies Teacher, Wayzata, Minnesota
Warren Nelson, Science Teacher, Minnetonka Junior High School, Excelsior, Minnesota
Lorimer Palmer, Principal, Minnetonka Junior High School, Excelsior, Minnesota

TAKING TIME TO GROW

Teachers need time to develop their potential in creativity, imaginative instruction, and utilization of new approaches. This plan calls for 20 percent of the time of career teachers to be set aside for a wide variety of individual growth activities.

Mary Dunn, Professor of Education, Waynesburg College, Waynesburg, Pennsylvania
Harry J. Brownfield, Assistant Superintendent of Schools, Fayette County, Pennsylvania
Samuel A. Christopher, Assistant Professor of Education, Waynesburg College, Waynesburg, Pennsylvania
Paul S. Deem, Director of Music, Joint High School System, Uniontown, Pennsylvania
Beatrice V. Guesman, Reading Supervisor, Central Greene School District, Waynesburg, Pennsylvania

NEW WAYS TO ENCOURAGE CAREER STATUS FOR TEACHERS

Suggestions include recognition through status and salary and specific improvements of working situations. Among the latter is recommended a "Resource Teacher Award" involving a year's leave of absence with full salary and travel expense money.

Patricia A. Ellis, Coordinator of Instructional Services, Massachusetts Teachers Association, Boston, Massachusetts

A NEW PROGRAM FOR BEGINNING TEACHERS

Under this plan the structure of teacher preparation and school staff organization will be revised and the number of years of study and practice necessary for certification will be increased. The university and school will work together on a two-year program, and the master's degree and certification will be awarded only after successful completion of internship and a year as assistant teacher.

N. H. Evers, Director, School of Education, University of Denver, Denver, Colorado
John K. Wilcox, Assistant Professor of Education, University of Denver, Denver, Colorado

INTERLUDE OR CAREER

An attempt to categorize both basic problems and suggested solutions in establishing the career status of teaching. Four issues are identified and solutions formulated: salary—twelve-month rather than a nine-month base; challenge—to bring back the "joy" of teaching; status—only for those who deserve it; responsibility—dedication to the profession.

Kenneth C. Farrer, Head, Department of Secondary Education, Utah State University, Logan, Utah

PROPOSED PROFESSIONAL PROGRAM IN TEACHER EDUCATION IN SECONDARY EDUCATION AT UTAH STATE UNIVERSITY

A program of undergraduate secondary teacher education in which methods instruction and student teaching are provided simultaneously. Three courses in psychological, sociological, and philosophical foundations of secondary education constitute the remainder of the professional education program.

Milton L. Ferguson, Dean, College of Education, Louisiana State University, New Orleans, Louisiana

Marie S. Marcus, Assistant Professor of Education, Louisiana State University, New Orleans, Louisiana

COOPERATIVE AND DIFFERENTIATED TEACHING ASSIGNMENTS IN THE ELEMENTARY SCHOOL

The proposal is designed to provide (a) professional growth of teachers in the general academic areas, with specialization in a particular area, thus preparing teachers for differentiated assignments in team-teaching situations; and (b) opportunities for teachers to attain career status with extra remuneration. Preservice and in-service experiences are stressed.

John C. Fitch, Principal, The Granada Community School and Teacher Education Center, Reed Union School District, Belvedere-Tiburon-Corte Madera, California

Dorothy S. Blackmore, Professor of Education and Director of Elementary Teacher Education, Dominican College, San Rafael, California

Edward C. Pino, Superintendent, Reed Union School District, Belvedere-Tiburon-Corte Madera, California

THE GRANADA PLAN: AN APPROACH TO NEW HORIZONS OF INDIVIDUALIZED TEACHER COMPETENCE

A school district's unique approach to the individualized preservice education, induction, and in-service growth of teachers at the different levels of professional service.

Imogene Forte, Assistant Professor of Education, Department of Education, George Peabody College for Teachers, Nashville, Tennessee

Gilbert Shearron, Assistant Professor of Elementary Education, Department of Education, George Peabody College for Teachers, Nashville, Tennessee

A SUPERVISED INITIAL TEACHING EXPERIENCE

This proposal calls for a joint effort by school systems and teacher education institutions for a program of supervision and reinforcement for beginning teachers.

Clifford D. Foster, Associate Professor of Education, College of Education, University of Washington, Seattle, Washington

Lloyd Cleven, Principal, Echo Lake Elementary School, Shoreline School District, Seattle, Washington

William Riley, Team Leader, Grades 5 and 6, Echo Lake Elementary School, Shoreline School District, Seattle, Washington

A STAFF UTILIZATION PLAN FOR THE INTERMEDIATE GRADES

The design is for enhancement of the morale and effectiveness of elementary school teachers. Provisions are made for the involvement of selected faculty and students from the teacher education program of a state university.

Stanley L. Freeman, Jr., Assistant Dean, College of Education, University of Maine, Orono, Maine

Malcolm Doble, Principal, Rockland High School, Rockland, Maine

A DEMONSTRATION TEACHING CENTER FOR SLOW LEARNERS AND DISADVANTAGED YOUTH

A proposed program for slow learners of high school age which would be used as a training center for both preservice and in-service teachers preparing to work in team teaching, with a curriculum adapted to these students.

Harry L. Garrison, Supervisor of Teacher Training, Seattle Public Schools, Seattle, Washington

THE SEATTLE TEACHER PERFORMANCE APPRAISAL PROJECT

Seattle teachers and administrators seek a practical answer to the question of how instruction can be improved by evaluation of teaching.

Frank Gerhardt, Assistant Superintendent of Schools, Cleveland Heights, Ohio
Eileen Shea, Elementary Teacher, Oxford School, Cleveland Heights, Ohio
John Mallan, Assistant Director, Department of International Programs, Ohio University, Athens, Ohio

DOCTORATE OF PROFESSIONAL ACHIEVEMENT

The proposal features voluntary assessment of any educator by a visiting peer group to determine by established criteria his achievement as a functioning educator. A doctorate of achievement would be awarded to all who meet the criteria by the National Education Association; local recognition is also encouraged.

Timothy Graves, Principal, Hanscom Primary School, Lincoln, Massachusetts
Anne L. Ryle, Graduate School of Education, Harvard University, Cambridge, Massachusetts
Joan B. Warren, Principal, Hartwell School, Lincoln, Massachusetts

AN EXPANDED PROGRAM OF SUPERVISION AND SPECIALIZATION FOR EXPERIENCED AND INEXPERIENCED TEACHERS

Primary instruction will improve as teachers are given more specialized training in one or two subjects by the university and the schools. Concurrently there must be functional and constant supervision by specialists-supervisors in each subject field.

Donald Hair, Assistant Director of Curriculum Research, Education Research Council of Greater Cleveland, Cleveland, Ohio

SCHOOL-COLLEGE COOPERATION FOR IMPROVING INSTRUCTION AND STAFF UTILIZATION

In implementing curriculum change at the secondary level, there is need for teamwork among professional staff. Effective utilization of secondary school and college personnel is imperative for meaningful preservice and in-service education.

Norman K. Hamilton, Assistant Superintendent, Portland Public Schools, Portland, Oregon
James R. Hale, Assistant to the Coordinator of Supervised Teaching, Portland State College, Portland, Oregon
William T. Ward, Director, Teacher Education and Certification, Oregon State Department of Education, Salem, Oregon
Edna Kehl, Eugene Public Schools, Eugene, Oregon
John F. Suttle, Associate Professor of Education, University of Oregon, Eugene, Oregon

CLINICAL APPROACH TO THE INDUCTION OF TEACHERS INTO THE PROFESSION

A design to improve the quality of student teaching or internship through the development of a core group of competent supervising teachers. The supervisors' work is coordinated and improved by a college-school liaison professor trained in clinical approaches to the improvement of teaching.

John M. Harrer, Teacher of English, Newton High School, Newtonville, Massachusetts

KEEPING STRONG TEACHERS IN THE CLASSROOM

Prestige is an important motivation. School committees, administrators, teachers organizations, and individual teachers all may contribute to the self-esteem of the classroom teacher.

W. Stewart Harrison, Assistant Principal, Mount Pleasant Junior High School, Wilmington, Delaware

SUBJECT SYNTHESIS AND THE SPECIALIST TEAM

Academic specialities of a teaching staff must be reorganized so that subject synthesis will become part of the curriculum rather than a desired outcome. A team approach is suggested in which each staff member serves as a generalist for a large part of the school year, followed by intensive study of a major problem through the combined efforts of the specialists in each discipline.

Albert L. Hartman, Associate Professor of Education, Fairleigh Dickinson University, Florham-Madison Campus, Madison, New Jersey

William H. Mason, Jr., Lecturer in Education, Fairleigh Dickinson University, Florham-Madison Campus, Madison, New Jersey

Leon Mones, Author and Lecturer in Education, Fairleigh Dickinson University, Florham-Madison Campus, Madison, New Jersey

AN APPRENTICESHIP PROGRAM IN ELEMENTARY SCHOOL TEACHING

The program provides for the entrance of liberal arts majors into an elementary teaching program — a 20-week apprenticeship teaching experience in the seventh college semester. Each apprentice senior will be guided by a competent classroom teacher selected by the school district and the University and paid an appropriate fee, supported by seminars and supervision from the University.

Robert O. Holley, Jr., Teacher, Urbana Elementary School, Frederick, Maryland

In cooperation with George Brake, Alice DeLauter, Doris Engel, Merilyn Haynes, and Patricia Kane, Teachers, Urbana Elementary School; Carol Vandervoort, Student Teacher; and Professor Margaret Munn, Hood College.

PLAN OF PRESERVICE TRAINING FOR TEACHERS

Both beginning and experienced teachers feel that there should be more intensive programs in teacher education institutions, providing opportunities for student teachers to have supervised experiences with children during all four undergraduate years. Small groups of student teachers should work closely with a supervisor who is with them in all observation and teaching activities.

Phyllis Hopkins, Elementary School Teacher, Billings, Montana

A NEW KIND OF INTERNSHIP-RESIDENCY PROGRAM FOR BEGINNING TEACHERS

A proposal for an eight-year program extending from early contacts with children in the freshman college year through a period of internship with an interaction between theory and practice. The program is designed to develop career teachers through close liaison between the colleges and schools.

James G. Howell, Principal, McLean Elementary School, Wichita, Kansas

THE INTERNSHIP-RESIDENCY PROGRAM FOR IMPROVED TEACHER TRAINING AND AS AN UNTAPPED CLASSROOM RESOURCE

The intern teacher is assigned to the staff of a cooperating school for a 36-week program—his first full year of teaching experience. The proposal suggests a team effort involving the university director of student teaching, the school building administrator, the supervising teacher (possibly a team of teachers), and the state department of education.

Paul E. Huffington, Director, Division of Instruction, Maryland State Department of Education, Baltimore, Maryland

Gilbert B. Schiffman, Supervisor of Reading, Maryland State Department of Education, Baltimore, Maryland

Mildred L. Sowers, Supervisor of Elementary Schools, Maryland State Department of Education, Baltimore, Maryland

PROPOSAL FOR IN-SERVICE TEACHER EDUCATION AND REMEDIATION OF DISABLED TEACHERS

The proposal recognizes the inadequacies of most teacher education institutions in the preparation of teachers in reading. It recommends a long-range, cooperative program of in-service teacher education — local workshops using the master teacher technique, with groups of four or five inexperienced teachers in lecture-demonstration-discussion with teachers and students.

Eleanore A. Hunter, Director of Elementary Education, Penn Hills School District, Pittsburgh, Pennsylvania

THE CO-TEACHING PLAN IN PENN HILLS

A plan to handle efficiently the ever-increasing enrollment in elementary schools. The plan keeps all children in school for a full session each day.

Elizabeth Hunter, Assistant Professor of Education, Hunter College of the City University of New York, New York

Edmund Amidon, Associate Professor of Educational Psychology, Temple University, Philadelphia, Pennsylvania

AN INTERNSHIP PROGRAM DESIGNED TO IMPROVE THE WORLD OF THE BEGINNING TEACHER

Two beginning teachers share responsibility for one class under supervision of school and college personnel. They study and analyze their own and each other's teaching and take advanced education courses, completing 13-16 credits toward a master's degree.

William L. Husk, Assistant Professor of Education, University of Louisville, Louisville, Kentucky

CONSULTANTS FOR BEGINNING TEACHERS

The proposal suggests that local education associations employ consultants (counselors) to be available to all new teachers. A consultant would be in a better position than are principals and supervisors to help new teachers clarify their experience and seek solutions to their problems.

Esther Jenkins, Associate Professor of Elementary Education, University of Hawaii, Honolulu, Hawaii

Myrtle Collins, Reading Consultant, Kamehameha Schools, Honolulu, Hawaii

Ruth Kiehm, Language Arts Teacher, Public Schools of Hawaii, Honolulu, Hawaii

Margaret Yamashiro, Curriculum Specialist, Hawaii Department of Education, Honolulu, Hawaii

ENCOURAGING CAREER STATUS FOR TEACHERS

All who enter the classroom can become career teachers if we do something about each step toward entrance to the profession. Suggestions are made for improving recruitment and selection, preservice education, the induction process, teaching conditions (especially leadership, recognition, and the professional image), and continuing education.

Elizabeth Jones, Secretary to the Faculty, Pacific Oaks College, Pasadena, California

WAYS TO PROVIDE FOR PROPER PREPARATION AND UTILIZATION OF MATURE ADULTS WHO DECIDE LATE TO ENTER TEACHING: A PROGRAM FOR THE EDUCATION OF WOMEN AS PREKINDERGARTEN TEACHERS

The new demands for qualified prekindergarten teachers must be met primarily by college-educated housewives, many of whom will be employed on a part-time basis. The Pacific Oaks program facilitates their return to college through individual counseling, tuition aid, flexible scheduling, and continuing opportunity to relate theory to practice in an integrated children's school and college setting.

Gertrude S. Kirkwood, Coordinator, Teacher Induction Project and Student Teachers, Detroit Public Schools, Detroit, Michigan

A TEACHING INTERNSHIP

The proposal distinguishes between the terms *internship* and *student teaching*, restricting the use of the former to programs which involve graduate students in part-time but full-responsibility teaching. A fifth- or sixth-year extension is assumed, with joint responsibility for planning suitable seminar training assigned to both university and school system.

Margaret Knispel, Teacher of English and Department Chairman, Beaverton High School, Beaverton, Oregon

INDIVIDUALIZING PROFESSIONAL GROWTH PROGRAMS

Teachers should assume responsibility for individual professional growth programs which include more than formal academic credit. Written proposals and evaluations of such broad programs should be considered in determining teachers' positions and salaries.

Robert E. Kraner, Assistant Professor of Educational Psychology, University of Arizona, Tucson, Arizona

THE ACT OF DISCOVERY IN A TEACHER EDUCATION PROGRAM

Emphasis is on the importance of the individual teacher, and a specific program to aid in the development of each teacher's potential is offered. The act of discovery, properly used in a teacher education program, can promote teachers capable of meeting the demands of a rapidly changing social order.

Toby K. Kurzband, Principal, P. S. 1 M, New York, New York; on leave as Project Coordinator, Title III, Elementary and Secondary Education Act, New York City

NEW FUNDS FOR SCHOOL-COLLEGE COOPERATION IN TEACHER EDUCATION

Metropolitan New York TEPS is giving attention to possible projects on the role of cooperating teachers which could be funded under recent federal legislation. A review of existing and proposed (a) seminars for cooperating teachers and college supervisors, (b) use of cooperating teachers as potential members of college staffs, and (c) programs of staff development and recruitment, involving various levels from subprofessional aides to cooperating teachers to teacher education administrators.

Stanton Langworthy, Dean of Instruction, Glassboro State College, Glassboro, New Jersey

A FIELD EXPERIENCE FOR PRESERVICE AND IN-SERVICE EDUCATION

Groups of 20 college juniors serve for one semester as teaching assistants in the schools of a disadvantaged neighborhood, relating classroom experience to professional courses on campus. The advantages are a close relationship between theory and practice, better guidance of student development, better morale among the public school teachers, and more time for the teachers to individualize instruction and work on in-service studies.

Jack D. Lawrie, Superintendent of Schools, Washington, North Carolina

Mrs. Ray Arnold, Classroom Teacher, Washington City Schools, Washington, North Carolina

William H. Cartwright, Professor of Education, Duke University, Durham, North Carolina

Ada Jarvis, Elementary Supervisor, Washington City Schools, Washington, North Carolina

Roland Nelson, Chairman, Education Department, Duke University, Durham, North Carolina

SCHOOL SYSTEMS AND UNIVERSITY COOPERATION IN TEACHER EDUCATION

A different approach to teacher education at the preservice and in-service levels utilizes a joint committee composed of representatives of collaborating school systems and the cooperating university. Stress is upon modification of existing patterns of student-teaching supervision and the use of clinical professors in in-service programs.

D. Leonard Lieberman, Jr., Assistant Professor of Education, Central Connecticut State College, New Britain, Connecticut

AN EXTENDED INTERNSHIP TRAINING PROGRAM

The objectives are to produce "experienced" teachers, providing the beginner with a background based on practical experience and correlated methods courses in an intensive four-year program. The internship phase is a continuous process, providing field experience in the freshman year and culminating with independent teaching during the last year of the program.

Patrick D. Lynch, Associate Professor and Director of NIMH Administrator Training Program, University of New Mexico, Albuquerque, New Mexico

TRAINING A COMMUNITY TEACHER

Teachers who are to be effective in a school oriented to changing the community around it must be trained to analyze and work in a community. Their preparation must be based on a concept of the teacher as change agent in a community and must cast aside much of the conventional wisdom and lore of teacher education.

Malcolm B. MacEwan, County Superintendent of Schools, Cape May Court House, New Jersey

CO-SERVICE PROGRAM FOR DEGREE HOLDERS WHO HAVE NOT BEEN PREPARED FOR TEACHING

Many teachers are employed by boards of education without adequate professional preparation. The co-service program involves such teachers in course work concurrent with school year and summer employment.

Max G. McAuley, Principal, Rockbrook Elementary School, Omaha, Nebraska

A VARIATION ON TEAM TEACHING

A plan for redeployment of children for instructional purposes augmented by an extended school hour program.

Richard I. Miller, Director, Program on Educational Change, College of Education, University of Kentucky, Lexington, Kentucky

William P. Sloan, on leave from Manchester College, Manchester, Indiana

REMAKING THE WORLD OF THE CAREER TEACHER

Suggestions about how the work of the career teacher can be brought closer to what is advocated for him. Areas dealt with include the use of professional time; intraschool, interschool, and interprofessional communication; in-service programs; on-the-job professional growth; professional pruning; and organizational innovations.

Douglas L. Minnis, Head of Teacher Education, Department of Education, University of California, Davis, California

Hugh C. Black, Chairman, Department of Education, University of California, Davis, California

Kent Gill, Teacher, Davis Junior High School, Davis, California

Charles Keaster, Assistant Superintendent of Yolo County Schools, Woodland, California

A REGIONAL CONSORTIUM FOR THE CONTINUING EDUCATION OF TEACHERS

A design for a continuing education program on a regional cooperative basis. The regional consortium would pool the funds, personnel, ideas, and efforts of the public schools, school offices, colleges, and universities in a 22-county area.

Mabel M. Mitchell, Classroom Teacher, Boulder City, Nevada

STUDENT INTERNSHIP PROGRAM

A design to increase the competency of beginning teachers by providing more supervised on-the-job training. The Student Internship at Brigham Young University promises concrete data in a year or two that should be valuable to the profession.

Howard Lee Nostrand, Professor of Romance Languages and Literature, University of Washington, Seattle, Washington

CONTINUING LIBERAL EDUCATION OF TEACHERS

Beginning teachers, in discussion groups with experienced teachers, would study significant, cross-disciplinary questions with the help of materials prepared for them. Fellowships would be offered for second-year projects bearing on school curricula, and implications would be drawn for the improvement of preservice cultural (and cross-cultural) education.

Robert M. O'Kane, Professor of Education, Rutgers, The State University, New Brunswick, New Jersey

NEW APPROACHES TO INDIVIDUALIZED PROFESSIONAL GROWTH PLANS FOR TEACHERS

Increasing complexities and demands of the teaching function cannot properly continue to reside in the inflexible, mass approach to definition of the teacher's role and status; such an approach precludes individualized planning, incentive, and desired differences. Redefinitions of teaching roles and status would permit individualized approaches to professional growth; a schema suggests a hierarchical organization pattern for moving from beginner to the role of master teacher.

Betty Lou Pagel, Principal, Corlett Elementary School, Cheyenne, Wyoming
Weston Brook, Assistant Superintendent for Instruction, Sheridan, Wyoming
Lawrence A. Walker, Associate Dean, College of Education, University of Wyoming, Laramie, Wyoming

STAFFING THE SCHOOL OF TOMORROW

A plan for utilizing teachers to better advantage by staffing a school for greater specialization on the part of individuals and by the use of aides, clerks, and nonteaching specialists. Career teachers are encouraged to become master teachers through financial remuneration and greater recognition.

Charles G. Paine, Housemaster, Danbury High School, Danbury, Connecticut
Ernest E. Weeks, Assistant Superintendent of Schools, Danbury, Connecticut

A SOLUTION TO THE PROBLEM OF FINDING TEACHERS WHO UNDERSTAND THE CULTURALLY DISADVANTAGED

Many culturally disadvantaged people are capable of being educated and certified as teachers and would have the ability to understand and teach their own. It is proposed that young people so identified be enrolled in training programs in cooperating colleges, with funds being sought from federal legislation.

Ed Pfau, Dean, School of Education, Northern Michigan University, Marquette, Michigan
Henry J. Bothwell, Superintendent of Schools, Marquette, Michigan
Frederick G. Briscoe, English Teacher, Marquette Senior High School, Marquette, Michigan

A LONG-RANGE DEVELOPMENTAL PROGRAM IN TEACHER EDUCATION

The proposal suggests a shift from the current stress on student-teaching experiences to a broader concern for the development of a climate for all professional staff members, thereby providing for long-term improvement of the teaching-learning climate, enriching the student-teaching experience indirectly, and attacking directly the conditions under which the career teacher practices.

Dorothy L. Pounds, Teacher, Garfield High School, Seattle, Washington

USE OF LAY TEACHERS IN THE STUDY LABORATORY

The study laboratory provides an enrichment program for educationally and culturally disadvantaged high school students which utilizes the education, social background, and civic concern of lay persons under the coordination of a teacher-supervisor. Students in small groups are assisted in improving study skills and work habits in the content fields and in strengthening their self-image; this is supplemented by programs of films, speakers, and artists.

John D. Pulliam, Assistant Professor of Education, University of Texas, Austin, Texas
Charles Goss, Teaching Assistant in Education, University of Texas, Austin, Texas

PROVIDING FOR INTERRUPTED CAREER OR LATE CHOICE OF CAREER THROUGH FITTING POSITIONS AND REQUIREMENTS TO THE SKILLS AND CHARACTERISTICS OF CANDIDATES

Many late-starting and interrupted careerists are driven out of teaching because of rigid requirements and a lack of consideration for experience. It is proposed that selected schools and systems work out a program for such teachers which will be flexible and make use of individual backgrounds.

H. D. Quillman, Principal, Lee Hamilton Elementary School, Ferguson, Missouri

In cooperation with Roger Bredenkamp, Assistant Principal, McCluer Senior High School; Paul Koch, Assistant Superintendent; Harold Lisak, Elementary Principal; and Fay McKinney and Marian Wilson, Primary Teachers; Ferguson-Florissant School District.

AN INTERNSHIP PROGRAM FOR BEGINNING TEACHERS

New teachers must feel they are succeeding and gain satisfaction from their accomplishments, which cannot be achieved if they are assigned in the same manner as experienced teachers. It is proposed that the new teacher be assigned to work with a competent experienced teacher for his first year, the team being responsible for the progress of a particular group of children and the intern gradually assuming more responsibility as the year progresses.

John A. Redmond, Associate Professor of Education, University of Vermont, Burlington, Vermont

MICROCOSMIC MODEL FOR STUDENT TEACHING

A purposeful program of student teaching for the evaluator and the evaluated.

Elinor Richardson, Consultant-in-Charge, Television Section, Division of Educational Media, Los Angeles County Schools, Los Angeles, California

ASSISTANCE FOR NEW TEACHERS

Specific ways in which immediate assistance can be given to new teachers, with methods, materials, and content.

Jack L. Roach, Principal, Urbana Elementary School, Frederick, Maryland

Edith McKnight, Teacher, Urbana Elementary School, Frederick, Maryland

Linda Simms, Teacher, Urbana Elementary School, Frederick, Maryland

Advisory committee: Belva Hargett, Teacher, Urbana Elementary School; Lura Hawkins, Vice-Principal, South Frederick School; and Janice Wickless, Elementary Supervisor for Frederick County.

PROGRAM TO ENCOURAGE INDIVIDUAL GROWTH AND CAREER STATUS FOR TEACHERS

Ways to make teaching a more challenging profession for those who show initiative and concern. The plan would involve teachers in decisions affecting all aspects of the instructional program, which would in turn help them develop a respect for their work and a desire to improve.

Neill A. Rosser, Associate Professor and Director of Student Teaching and Teacher Placement, University of North Carolina, Chapel Hill, North Carolina

A PROPOSAL FOR THE PREPARATION OF SECONDARY SCHOOL TEACHERS

Outline of a teacher preparation program culminating in a provisional certificate, and for provisional certificate holders working for the master of arts in teaching and the career certificate. Suggestions are made for participation of prospective teachers in actual classroom situations, from the junior through the fifth year, in a sequence of observation through internship.

Jean Sampson, National Director, Catalyst in Education, Lewiston, Maine

Stanley L. Freeman, Jr., Assistant Dean, College of Education, University of Maine, Orono, Maine

PROPOSAL FOR A DEMONSTRATION PROJECT UTILIZING PART-TIME TEACHERS IN THE PUBLIC SCHOOLS

A large reservoir of qualified teachers exists among women college graduates (both experienced teachers and those willing to prepare for teaching) who are not free to accept full-time teaching assignments but who are eager to teach part time. A plan is outlined for a demonstration project in ten school systems to determine the use of part-time teachers.

Jack O. L. Saunders, Head, Department of Elementary and Secondary Education, New Mexico State University, University Park, New Mexico

Donald C. Roush, Dean, College of Teacher Education, New Mexico State University, University Park, New Mexico

THE EXPERIENCED BEGINNER

The work-study Teacher Education Cooperative Program produces teachers with the equivalent of two years of experience in the laboratory of the public schools. The program for able, selected students may give guidelines for innovation in staff organization and extended laboratory experience.

Richard W. Saxe, Associate Professor and Director of Student Teaching, Illinois Teachers College: Chicago-South, Chicago, Illinois

With the cooperation of the faculty of Dumas School, Chicago, Illinois

A REORGANIZATION OF PERSONNEL RESOURCES

It is proposed that the introduction of volunteers and teacher aides and certain changes in relationships of existing personnel will lead to increased efficiency in public education. The plan would relieve teachers of certain administrative tasks by assigning such tasks to a business management staff.

Harvey B. Scribner, Superintendent of Schools, Teaneck, New Jersey

A LIVE PROGRAM IN TEACHER EDUCATION IN TEANECK, NEW JERSEY

A description of improvements in teacher education as a result of (a) identification of the need for improvement, (b) concern on the part of the local school district, and (c) implementation through cooperation between the local school system and the sending colleges.

Charles H. Slaughter, Assistant Dean, College of Education, University of Toledo, Toledo, Ohio

Richard E. Ishler, Director of Student Field Experiences, University of Toledo, Toledo, Ohio

With the assistance of Martin Klimco, Assistant Director of Personnel, Toledo Public Schools

A SIXTH-YEAR PROGRAM FOR THE PREPARATION OF TEACHER EDUCATION ASSOCIATES

A method of identifying and preparing outstanding resident teachers for the increasing numbers of student teachers. Significant aspects of the proposal include academic rank and a substantial salary supplement for graduates who become teacher education associates.

Mildred B. Smith, General Elementary Consultant, Flint Community Schools, Flint, Michigan

AN INTERNSHIP-RESIDENCY TRAINING PROGRAM FOR TEACHERS OF DISADVANTAGED CHILDREN

A two-semester internship program would enable trainees to get a feel for teaching and for the community, and, being separated from the student-teaching phase, allow them to try new ideas, ask questions, and even make honest mistakes without concern about the student-teaching grade. An accompanying seminar of teachers, community personnel, and university staff would assure the weaving of theoretical and practical threads of the program.

Lawrence J. Sorohan, Assistant Professor of Education, University of North Carolina, Greensboro, North Carolina

William P. Colbert, Assistant Professor of Education, University of North Carolina, Greensboro, North Carolina

AN APPROACH TO INDIVIDUALIZED PROFESSIONAL GROWTH

An individualized approach to the in-service education of teachers through the cooperation of teachers and the college faculty responsible for their professional preparation.

Ruth L. Southwick, Training School Teacher, Horace Mann School, State College at Salem, Massachusetts

NEW APPROACHES TO INDIVIDUALIZED PROFESSIONAL GROWTH PROGRAMS FOR TEACHERS

Classroom teaching becomes a fully recognized career as the teacher elects to remain in the classroom and, with further education, assumes additional responsibilities such as curriculum planning and development, student-teaching supervision, and assisting beginning teachers. He is recognized as an educator equal in status and salary to administrators.

Robert J. Stalcup, Acting Head Professor, Department of Foundations of Education, Auburn University, Auburn, Alabama

A PROPOSAL TO IMPROVE TEACHER PREPARATION AND TEACHER PERFORMANCE

Proposed opportunities for education students and teachers in service to participate in the work of social agencies. The major purpose is to provide teachers with new insights about the role of education as one of a group of social institutions responsible for improving our society.

Lloyd L. Taylor, Principal, Littlebrook School, Princeton, New Jersey

NEW APPROACHES TO INDIVIDUAL PROFESSIONAL GROWTH PROGRAMS

A discussion of climatic conditions that nurture professional growth and identification of some promising current approaches. The idea is presented that the supervisor or administrator is a teacher of teachers and should employ techniques currently advocated for the classroom, such as individualization, flexible grouping, and use of small groups.

Katharine Taylor, Consultant in Education, Cambridge, Massachusetts

Joseph C. Segar, Director, Shady Hill School, Cambridge, Massachusetts

A PROPOSAL TO MAKE TEACHING A MORE ATTRACTIVE AND MEANINGFUL CAREER

Suggested opportunities for the professional and personal growth of career teachers and ways to encourage them to be more active in community life. Proposals are "teacher without portfolio" status, visiting teachers outstanding in particular fields, teacher exchange, and grants for distinguished teachers who wish to work in community service.

Phillip R. Viereck, Elementary School Teacher, North Bennington, Vermont

WAYS TO ENCOURAGE CAREER STATUS FOR TEACHERS

Patient service in the classroom brings its own reward, both in daily contact with youth and in the satisfaction of a meaningful life. Yet, if a lifetime of teaching is to be regarded as a worthy ambition, the teacher should expect an increasingly active role in decision making.

Helen Wardeberg, Professor of Education, Cornell University, Ithaca, New York
Ann Gunning, Coordinator of Elementary Education, Ithaca Public Schools, Ithaca, New York
John D. Hart, Principal, Northeast School, Ithaca, New York

A PUBLIC SCHOOL-UNIVERSITY COOPERATIVE PROGRAM TO FOSTER CAREER DEVELOPMENT OF ELEMENTARY TEACHERS

Proposed teaching teams in the elementary school, a fifth-year residency program combining professional study and field work, planned involvement of community volunteers, and an internship at the doctoral level for career supervisors and teachers of teachers. Professional roles are designated for team leaders, teacher associates, teacher aides, and supervisory interns, in a modified organization of the elementary school.

Dorothy Watson, Elementary School Teacher, Kansas City, Missouri
Gilbert Rees, University of Missouri, Kansas City, Missouri

SEMINAR FOR FIRST-YEAR TEACHERS

There is evidence that a large number of teachers become discouraged during their first year or two in teaching. It is proposed that a seminar be designed so that first-year teachers can consult with the staff of a school of education and their problems can be considered in broader perspective than that provided by a single public school.

Norman L. Whisler, Director of Personnel, Livonia Public Schools, Livonia, Michigan

STAFFING SCHOOLS WITH CAREER TEACHERS

The proposal recognizes a need for noncareer teachers to perform in a technical capacity, as well as for career teachers with a broader professional role. Career teachers are rewarded by greater involvement in decision making and in roles outside regular classroom instruction, and by a salary schedule which recognizes the increased role.

O. Geral Wilde, High School Teacher of English, Provo, Utah
Certification Committee, Alpine Education Association: Lowell Baum, Teacher; Clyde Beardall, Teacher; Melvin Beckstrand, Principal; Loree Brown, Teacher; Calvin Frandsen, Teacher; Quinn A. Hatch, Assistant Superintendent, Alpine School District; Lucile Richards, Teacher; Jess R. Walker, Director of Public Relations

A PILOT STUDY ON THE IMPLEMENTATION OF THE NEW UTAH STATE CERTIFICATION PROGRAM

The study provides for the approval by a committee of teachers and administrators of classwork, travel, work experience, research, workshops, in-service training, and other professional experiences for the renewal of the new Utah State Professional Certificate and for the approval of a fifth year of classwork in lieu of the master's degree for the Professional Certificate.

Donald E. Wilson, Director, Teacher Education Programs, University of Southern California, Los Angeles, California

SPECIALIST-TEACHER PROGRAM

A two-year graduate program combining academic work with an expanding sequence of professional education and on-the-job responsibilities. Master's degree work in a subject field, professional courses, and practical application in the classroom provide a firm foundation for the development of outstanding teacher candidates.

Dustin W. Wilson, Jr., Superintendent of Schools, Dover, Delaware

ADMINISTRATIVE AVENUES TO PROFESSIONAL GROWTH

The plan is to examine carefully the present teaching tasks in terms of their complexity, frequency, and relationship to instruction of children. Also proposed is an investigation into re-allocation of time, space, and personnel in light of increasing technological facilities.

June Woods, Classroom Teacher, Glenwood Springs, Colorado

LAEDI: A PROPOSAL FOR THE REVAMPING OF THE ELEMENTARY TEACHER'S DAY IN ORDER TO STIMULATE PROFESSIONAL GROWTH AND MAINTAIN POSITIVE TEACHING ATTITUDES

Laedi is a utopian school setup based on the theory that a person who keeps his own mind sharp is more likely to be a better teacher. In place of energy-sapping noninstructional duties, time and opportunity are provided for planning, evaluation, study, and research.

Edward Yeomans, Consultant on Summer Enrichment Programs to the National Association of Independent Schools (and consultant to the Puerto Rico Department of Education), Boston, Massachusetts

NEW WAYS TO ENCOURAGE CAREER STATUS FOR TEACHERS

Teachers associations should press for the position of master teacher within the hierarchy of school systems. The position would permit a limited schedule of classes but would carry with it the responsibility for training interns and young teachers and for the improvement of curriculum; the salary would be roughly equivalent to that of the principal.

George P. Young, Superintendent, Gallup-McKinley County Schools, Gallup, New Mexico

NEW WAYS TO DIFFERENTIATE ASSIGNMENTS WITHIN A SCHOOL—THE "TEAM OF SPECIALISTS" IDEA

A proposed plan for assignment in an elementary school. Generalist teachers would oversee the learning of students and be responsible for keeping current with the progress and educational needs of each student; specialist teachers would be responsible for the preparation and presentation by various media of the programs of instruction and for the learning of students who need special assistance.

William G. Zimmerman, Jr., Superintendent of Schools, Hanover, New Hampshire

NEW WAYS TO DIFFERENTIATE ASSIGNMENTS WITHIN A SCHOOL— THE "TEAM OF SPECIALISTS" IDEA

A hierarchy of professional personnel should be established for elementary-secondary classroom teaching, with titles and remuneration similar to the ranks in college teaching. For maximum use of professional talent, a corps of trained paraprofessionals should become an integral part of the school staff.

PANELISTS

Helen D. Berwald, Professor of Education, Carleton College, Northfield, Minnesota

Robert N. Bush, Professor of Education, Stanford University, Stanford, California

James T. Butler, Executive Secretary, Nevada State Education Association, Carson City, Nevada

Rowena Carpenter, High School Teacher of English, Covington, Kentucky

Morrell Clute, Associate Professor of Secondary Education, Wayne State University, Detroit, Michigan

Sister Rose Dominic, Executive Secretary, Sister Formation Conference, Washington, D. C.

Edward F. Downey, Jr., Assistant Executive Secretary, Massachusetts Teachers Association, Boston, Massachusetts

William Drummond, Professor of Education, George Peabody College for Teachers, Nashville, Tennessee

Nathaniel H. Evers, Director, School of Education, University of Denver, Denver, Colorado

O. Sam Fees, Superintendent of Elementary Schools, Tempe, Arizona

J. N. Hook, Professor of English, University of Illinois, Urbana, Illinois

Edward G. Hunt, Director of Curriculum, Warwick School Department, Warwick, Rhode Island

Allan S. Hurlburt, Professor of Education, Duke University, Durham, North Carolina

Lawrence A. Lemons, Director of Instruction, Scottsbluff Public Schools, Scottsbluff, Nebraska

Theodore N. Marchese, High School Teacher of Commercial Subjects, Philadelphia, Pennsylvania

Harold E. Mitzel, Assistant Dean for Research, College of Education, The Pennsylvania State University, University Park, Pennsylvania

A. Craig Phillips, Superintendent of Schools, Charlotte, North Carolina

Doris D. Ray, High School Teacher of Social Studies, Fairbanks, Alaska

Hugh D. Rush, High School Teacher of English, Salt Lake City, Utah

Robert L. Saunders, Assistant Dean, School of Education, Auburn University, Auburn, Alabama

Robert L. Silber, Director, Membership Activities Division, American Chemical Society, Washington, D. C.

Alfred H. Skogsberg, Principal, South Junior High School, Bloomfield, New Jersey

Robert C. Sperber, Superintendent of Schools, Brookline, Massachusetts

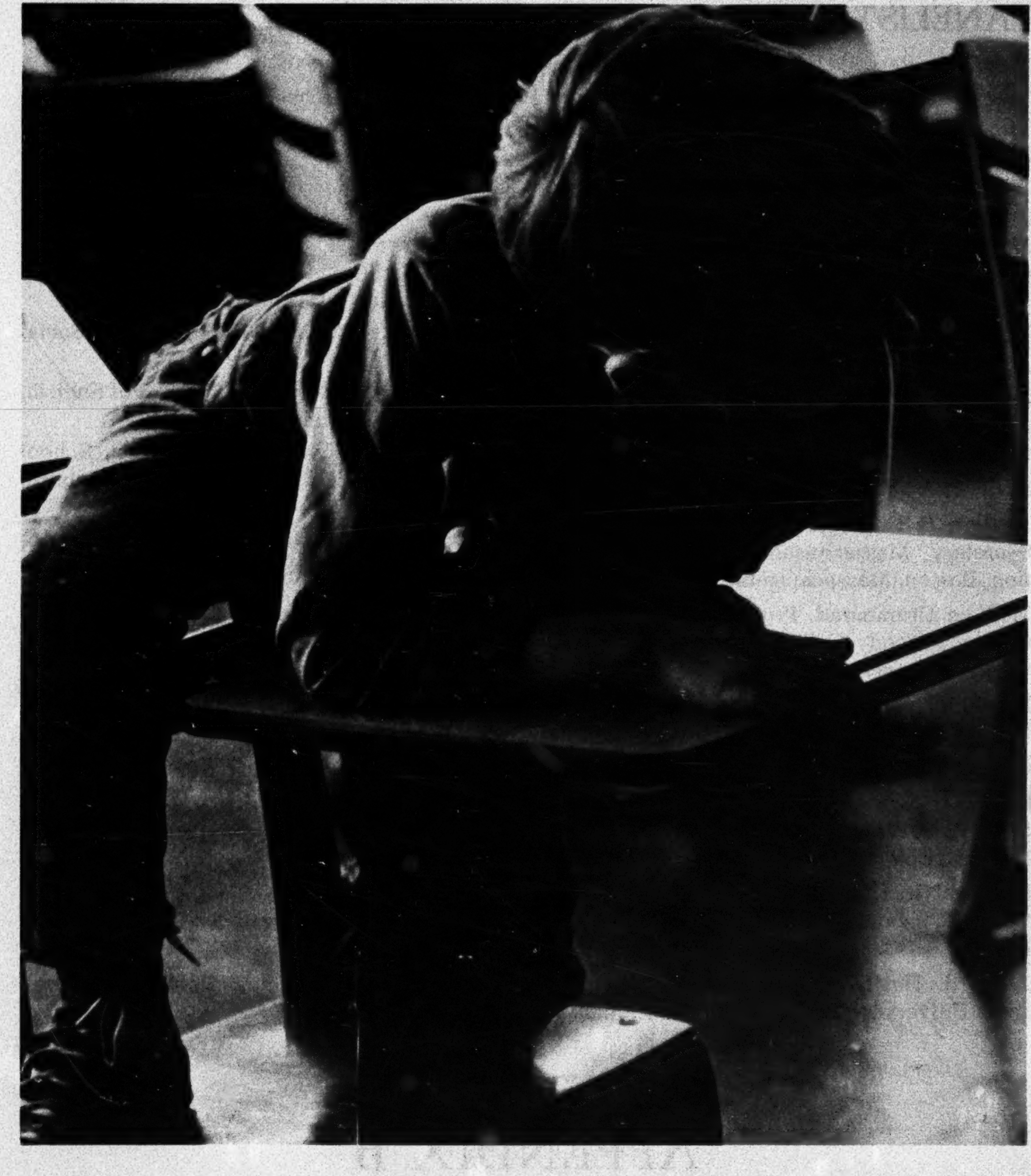
James C. Stone, Director of Teacher Education, University of California, Berkeley, California

Florence B. Stratemeyer, Professor of Education, Eastern Kentucky State College, Richmond, Kentucky

Chester C. Travelstead, Dean, College of Education, University of New Mexico, Albuquerque, New Mexico

S. J. Whisenhunt, Principal, Cobb High School, Anniston, Alabama

APPENDIX B



COOPERATING ORGANIZATIONS

American Association for the Advancement of Science
American Association of Colleges for Teacher Education (NEA)
American Association of Collegiate Registrars and Admissions Officers
American Association of School Administrators (NEA)
American Association of School Personnel Administrators
American Association of Teacher Educators in Agriculture
American Association of Teachers of Italian
American Association of University Professors
American Chemical Society
American Economic Association
American Geological Institute
American Industrial Arts Association (NEA)
American Institute of Biological Sciences
American Institute of Physics
American Library Association
American Personnel and Guidance Association
American Philological Association
American Psychological Association
American Speech and Hearing Association
American Teachers Association
American Vocational Association
Association for Childhood Education International
Association for School, College and University Staffing
Association for Student Teaching
Association of American Colleges
Center for the Study of Instruction (NEA)
College English Association
Commission on Professional Rights and Responsibilities (NEA)
Council for Basic Education
Council for Exceptional Children (NEA)
Department of Audiovisual Instruction (NEA)
Department of Classroom Teachers (NEA)
Department of Elementary-Kindergarten-Nursery Education (NEA)
Department of Elementary School Principals (NEA)
Department of Home Economics (NEA)
Department of Rural Education (NEA)
General Conference of Seventh-Day Adventists
International Reading Association
Linguistic Society of America
Mathematical Association of America
Music Educators National Conference (NEA)
National Aerospace Education Council
National Art Education Association (NEA)
National Association for Public School Adult Education (NEA)
National Association for Research in Science Teaching
National Association of Biology Teachers
National Association of Colleges and Teachers of Agriculture
National Association of Geology Teachers
National Association of Independent Schools
National Association of Industrial Teacher Educators
National Catholic Educational Association
National Commission on Safety Education (NEA)
National Committee for Support of the Public Schools

APPENDIX C

National Congress of Parents and Teachers
National Council for Geographic Education
National Council for the Social Studies (NEA)
National Council of Teachers of English
National Council of Teachers of Mathematics (NEA)
National School Boards Association
National Science Foundation
National Science Teachers Association (NEA)
National Society of College Teachers of Education
Phi Delta Kappa
Philosophy of Education Society
Sister Formation Conference
State education associations in all the states
Student Personnel Association for Teacher Education